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ABSTRACT

The analysis, design, development, implementation, and evaluation of an instructional development project addressing the difficulty of completing the forms needed by students to obtain grants and other financial assistance for college is presented. Most students who attend college require financial assistance from their parents and/or loans and grants that require completion of appropriate forms. Systematic techniques were applied to produce a performance aid (PA) for New York Institute of Technology (NYIT) students on academic probation who needed to complete the financial aid form, on the assumption that for some people, there is a negative conditioned response to completing forms. The (PA) developed was based on Gagne's guidelines and the suggestions of Lineberry and Kearsley. The success of the development of this PA suggests that simplified instructions can greatly facilitate completion of a standard form. The 12 appendices are: needs assessment inventory; needs assessment results; NYIT goals and training requirements; target population job description; New York State Student Financial Aid Form (FAF) for the 1988-89 academic year; FAF performance requirements and objectives; project planning; PC-Style and RightWRITER FAF readability indexes; first, second, and final versions of PA materials; and SME summative evaluation. Tables and figures are included. Contains 42 references. (SM)

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THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Bernadette J. Felton-Sanders

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

A Performance Aid Solution for Completing Postsecondary Financial Aid Forms

Abstract

This is a report and examination of the analysis, design, development, implementation and evaluation of an instructional development project addressing the difficulty of completing the forms needed by students to obtain grants and other financial assistance for college. The designer applied systematic techniques to produce a performance aid for New York Institute of Technology students on academic probation. No related training or performance aid was identified before this project's inception. The success of the performance aid development suggests that simplified instructions can greatly facilitate completion of a standard form.

Monday, January 23, 1989 at 11:00 a.m.

in

Dean's Conference Room, French Chateau, Rm. 101
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Old Westbury, NY

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A PERFORMANCE AID SOLUTION
FOR COMPLETING POSTSECONDARY FINANCIAL AID FORMS

a

THESIS/PROJECT

by

BERNADETTE J. FELTON-SANDERS

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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A PERFORMANCE AID SOLUTION FOR ORGANIZING THE INFORMATION, MATERIALS, AND PROCESSES REQUIRED TO COMPLETE POSTSECONDARY FINANCIAL AID FORMS

by

Bernadette J. Felton-Sanders

B.A. 1976, University of Detroit

A Thesis/Project

submitted to The Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial satisfaction of the requirements for the degree of

Master of Science

January 28, 1989

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CHAPTER 1

INTRODUCTION

Overview

Despite the problems of access and financing, the need for postsecondary education is no longer debatable. Occupations that require little formal education are increasingly stagnant or subsiding. Employment opportunities for high school dropouts are disappearing. College education has nearly replaced the high school diploma as an employment prerequisite.

Less than 20 years ago a high school education was considered needless for factory workers. 100 years ago a college degree was reserved for academia and law. The Hudson Institute (1987) cautions us that by the year 2000 a majority of new jobs will require a college education. An additional decade of postsecondary education will become the norm for many professions. Minimum skills, required to obtain and maintain jobs, will demand levels of reading, language, math, and reasoning once reserved for the professions.

Employment in the service sector is increasing faster than any other sector. According to the Occupational Outlook Handbook (1988-89), by the year 2000, nearly four out of five jobs will be in industries that provide services. Employment opportunities in banking, health care, data processing,

insurance, management consulting, real estate, government, transportation, communications, public utilities and education will range from nine to 34 percent.

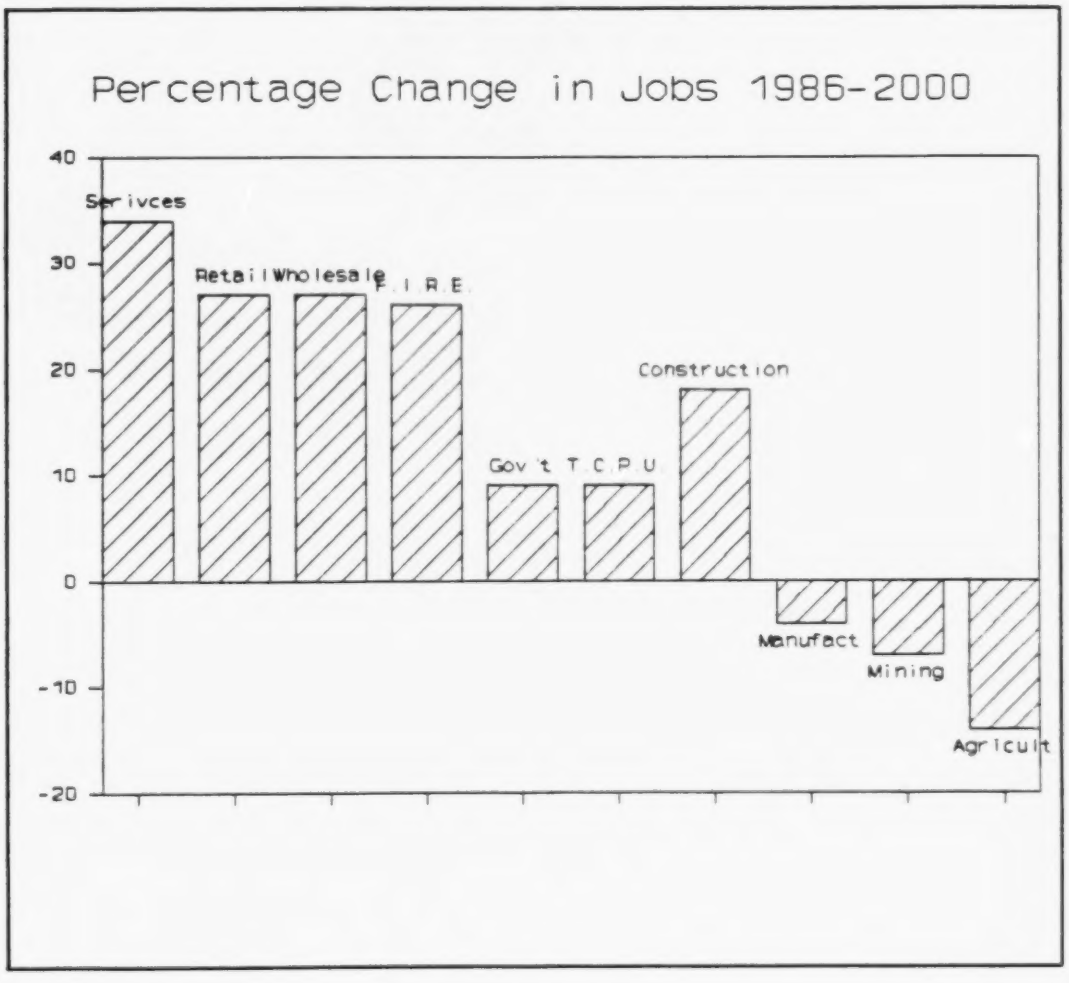
Simultaneously employment in goods-producing industries will produce a decline in the number of jobs. The construction industry will be the only exception, with an anticipated increase of 18 percent or 1.1 million jobs. Manufacturing jobs will decrease by four percent, mining seven percent, and agriculture by 14 percent. Figure 1 contains a graphic presentation of these forecasts.

Should college admission be according to merit, proportionate representation, or open? Debate continues among those espousing these conflicting ideologies. The cost of higher education is rising. They are accompanied by decreases in the number and amounts of grants. Efforts to provide grant assistance to students with the least ability to pay have become increasingly complicated.

Most students who attend college require financial assistance from their parents and or loans and grants. Loans and grants are not options unless the appropriate forms are completed and filed. This project was designed to assist New York Institute of Technology (NYIT) undergraduates on academic probation to complete the financial aid form.

Figure 1

Percentage Change in Jobs 1986-2000



Legend: F.I.R.E. = Finance, Insurance, and Real Estate
T.C.P.U. = Transportation, Communications, and Public Utilities

Background

Perhaps the guru in a current commercial on Cooperative Education could solve the following chicken-egg riddle: "How to get a job without a college education and how to pay for a college education without a job?"

The cost of a college education is comparable to a full-length sable coat. It is expensive. 1987-88 undergraduate tuition at NYIT was $5,000. Table 1 lists well known institutions. Corresponding tuition figures were extracted from The College Cost Book 1987-88 (1987).

TABLE 1

Tuition by Institution

INSTITUTION	TUITION	
Brown	$12,960	
Harvard	12,890	
Princeton	12,550	
MIT	12,500	
Dartmouth	12,474	
Cornell	12,300	
Columbia	12,170	
Yale	12,120	
Stanford	11,880	
University of Pennsylvania	11,976	
University of Michigan	2,528	(5,572)*

* Out-of-state charge.

Federal and state financial aid programs have decreased and offer fewer levels of eligibility. Additionally, there has been a decrease in the number of forms. This time-saving step has nevertheless resulted in a longer and more

detailed single form with results similar to the recent income tax reform and paper-work reduction programs.

According to Gillespie and Carlson of the College Entrance Examination Board (CEEB) (1983), the expansion of student assistance ended in the early 1980s. In 1983-84 total aid, estimated to be $16.1 billion, was a decrease of $2 billion from the 1981-82 peak. In addition, there have been major shifts in the overall proportions between grants and loans. From 1970-71 to 1975-76, grant aid increased from 66 percent to 80 percent of total aid awarded. During this period loans decreased from 29 to 17 percent. By 1983-84 the pattern reversed. Proportions of total aid awarded as grants and loans were equal at 48 percent. Work-study support provided the other four percent. Gillespie & Carlson found:

> "Aid figures calculated on a per-student basis further demonstrate the shift from grants to loans. Although aid adjusted for inflation continued climbing until 1980-81, grant aid per FTE [full-time equivalent] student peaked in 1975-76 and has declined steadily since them. Average aid per FTE student is an estimated 53 percent lower in 1983-84 than in 1975-76. Over the same period the average loan per FTE student grew by 123 percent.
>
> "The early 1980s have seen a major change in the relationship of costs, income and aid. Adjusted for inflation, costs have increased, but income and per FTE student have not. Thus in contrast to what can be said generally about the last two decades, college has become relatively more difficult for families to afford in the 1980s." [p. v, vi]

Hansen's (1987) research found that borrowing to pay for college has increased drastically in the past decade. With frightening comparisons to government and household debt, students and families are borrowing to pay for college to an extent previously unknown. Though originally conceived as a convenience for the middle class, federally guaranteed student loans have become commonplace for students of all income levels.

Gillespie and Carlson report that before the 1960s, scholarship awards by colleges and universities were the primary sources of financial aid to students. The USSR's launching of Sputnik spurred Congress to enact the National Defense Education Act (NDEA) in 1958. Today, known as National Direct Student Loans (NDSL) for financially needy college students, it is the largest available federal aid program.

The Civil Rights Movement created an awareness of the country's inequitable and interlocked systems of education and employment opportunity. President Lyndon Johnson and Congress created several new federal student aid initiatives as a part of the Great Society program: College Work Study provided subsidized work opportunities; Educational Opportunity Grants provided grants for low-income students; and Guaranteed Student Loans (GSL) provided repayment guarantees and interest subsidies for loans to students from low-and middle-income families. In 1965 a new benefit was

added to the Social Security program. Eligible dependents continued to receive benefits while they attended college. Veterans' benefits were also increased during this time period.

These programs increased educational opportunity and fostered equality of opportunity for disadvantaged students. Federal expenditures for these programs have levelled off, and, in some cases, declined during the 1980s. In 1981, President Reagan proposed major cutbacks in federal student aid. Income ceilings were raised. Higher interest rates for loans were approved. A phase out of Social Security benefits for students and other programs ended the expansion of financial assistance.

Obtaining financial aid through GSL was once fairly simple. Recent legislation demands that all GSL applicants must undergo full needs analysis. Many families who never used the Financial Aid Form (FAF) before, have to do so now. This change could also affect a student's eligibility for this loan.

During the 1988 campaign, President-elect, George Bush, promised he would be the "Education President." As of this writing, it is unclear whether that means education and equality of opportunity will decline until they again become the sole entitlement of the privileged. Hopefully, he will keep his pledge to create a "kinder and gentler" nation. A less onerous burden for those who seek an education and the

opportunity to contribute to their country's productivity will not hurt.

Two recent findings of CEEB are critical to delineating the importance of securing financial aid support for the target population. Hansen cautions that the shift to increased dependence upon loans effects educational opportunity:

1. "It is often argued that students from low-income families, minorities, and women are more reluctant to borrow than are white males, though the evidence is often ambiguous. It is clear, however, that the groups earn less than their white male counterparts once they enter the full-time work force, so that the burden of loan repayment will be heavier. Thus, loans, unlike grants, are not neutral among different types of students.

   "Campus-based financial-aid officers often report that students from disadvantaged backgrounds, particularly minorities, are reluctant to borrow...

   "A...survey of families in four cities found that women, low-income students, and students with high degree aspirations showed the most concern about undertaking educational debt...

   "Female enrollments have reached all-time highs (women now are the majority of postsecondary students). But black enrollment has been declining, fueling speculation that rising dependence on student aid in the form of loans discourages blacks from participating in higher education." [p. 25 and 26]

2. "Structuring effective and efficient student loan programs requires attention to many issues, in addition to the burden of indebtedness, though we must not neglect the latter. We need to consider the implications of our growing reliance on loans as the central figure of federal efforts to promote educational opportunity and the appropriateness of loans for different kinds of students in different kinds of institutions. We

> should also look at whether the evolution of the Guaranteed Student Loan Program from a minimally-subsidized loan of convenience to a highly-subsidized loan for the financially needy is a backward step to the extent that it limits access to loans for students whose primary need is not subsidies but a means through which to invest in their own futures." [p. v]

Despite the encouragements of financial aid officers (reps), many financially needy students and parents have valid apprehensions about the Financial Aid Form (FAF). If other objections to borrowing can be overcome, however, assisting families in completing the FAF can reduce out-of-pocket contributions by parents and students.

According to John Cantalupo (1988) of National College Services, Ltd. very few of his clients seek assistance in advance. Most wait until just before college starts. They need immediate help to "deal with a bunch of intimidating forms and to prepare a college financial aid plan...[and] relieve...unnecessary tension and anxiety." He speculates four reasons against early planning: 1) it takes time; 2) avoiding paperwork; 3) it could cost money; and 4) the human factor of procrastination. He found only one reason for planning. The savings could total thousands of dollars.

Many college students require some level of financial assistance. This assistance is available from scholarships, their parents, or through loans and grants. Grants and loans are unavailable without a timely and thorough completion of the required forms. The reasons and the

stories, about why the form is late or incomplete, are legendary among reps. The task remains, however, to "get the damned thing filled out."

For those students who have experienced difficulties in handling coursework the problem of financial aid is a great deal more serious. Academic standing is one of the measurements of collegiate success. Many factors can have a direct relationship on the students' ability to maintain adequate funding. If a student's quality point average ("QPA") falls below acceptable norms, financial aid for the subsequent semester is jeopardized. One NYIT counselor theorized that the same factors that lead to academic probation also contribute obstacles to completing forms, meeting deadlines, and similar activities.

The designer proposes that for some people there is a negative conditioned response to completing forms and coined the terms fear of forms and "phorm phobia". These disorders intermittently plague a majority of the nation. The symptoms first appear at the beginning of the new year and achieve maximum anxiety levels the first 15 days of April.

For many Americans, however, it is also the recollection of a way of life that they hope to escape through education. For many, the endless number of forms and the lines to receive and process forms are a reminder of lower socioeconomic status. The questions are described as degrading, intrusive and personal. The number and

complexity of the questions and calculations, all in the name of making it simpler, continue to be a constant complaint. It has yet to be determined, for whom these forms are actually simpler.

There is genuine cause for alarm, the Washington Office of CEEB (1984) reports contradictions in federal policy. After it sought to increase educational opportunity for those unable to pay, the federal government also penalizes low-income people who take advantage of educational financial aid programs. Filling out the FAF can discourage relief recipients from pursuing postsecondary education because benefits can be reduced or cut if they receive student financial aid. This is further complicated by the level of caseworker support and the varying effects of student financial from place to place and type of aid.

Recently a Hispanic (Latino) Bronx mother of three experienced this turmoil. Deserted by her husband, she continued her education and attended Lehman College. There she earned a degree in English literature summa cum laude and a teaching and masters fellowship from a midwestern college. A local official protested her accepting the fellowship; insisted that she remain in NYC; and demanded repayment of the public assistance she received while pursuing her degree. The message to others was clear: "You will be maligned for being on public assistance and you will be punished if you manage to get off."

NYIT counselors reported that the pressures of maintaining academic standing and concerns regarding finances are stressful for students. Academic probation was also identified as a stressor. Students must regain academic standing, in particular courses, and maintain present levels of success in order to assure continued qualification for financial aid.

Thoroughness and timeliness in completion of financial aid forms increases the likelihood of obtaining financial aid. Assistance in completing the FAF was identified as a worthwhile goal to overcome the stress of financial concerns.

The materials described in this project are provided in response to a need for additional resources to assist students in completing the FAF. For this project the materials were designed to help the user decode, group, and sequence the various tasks that must be executed to complete the FAF.

Statement of the Problem

In order to continue their education, NYIT students, already experiencing difficulty in handling coursework, must complete a form that presents several performance problems. The task to be accomplished is complex, lengthy and detailed. Errors cause delays in processing and can also result in denial, despite eligibility for assistance. The

completion of the FAF, therefore, must be performed without error. Rapid completion of the form is not a requirement and, unless there are changes in eligibility, the task is performed infrequently.

Tracey (1984) identified six areas of consideration for strategy selection: instructional strategy, instructional method, instructional technique, system of organization, mediating devices, and media. The target population's performance problems and limitations for instruction, seriously reduced the options for response. At the same time, the limitations forced consideration and selection of the most common instructional strategy, though often excluded by most training texts and manuals. Tracey's criteria-based selection system does not mention job aids or performance aids, the strategy the designer chose. Nevertheless, his strategy selection guide is an excellent example of a job aid.

Purpose of the Project

The purpose of the project described in this paper was to develop ISD solutions to assist students' ability to correctly complete a complex form. The ISD solution will assist the student identify and organize the information, records, and materials required to complete the FAF. The project was to analyze, design, develop, implement, and evaluate materials (1) to assist NYIT undergraduates on

academic probation plan and organize completion of the FAF; and (2) to provide instructions, assistance, suggestions on a literacy level concomitant with that of the target population.

Definition of Terms

The terms, which appear in this paper, are defined with respect to their use in theories and models and by specific institutions. Several terms are discussed in greater detail within the document.

Academic Standing - the computed averages of the quality point average (QPA) and the cumulative quality point average (CQPA) (NYIT Catalog, 1987/88).

Academic Suspension - following a semester of academic, probation a student can be dismissed if: 1) CQPA falls below 1.50 as freshman; 2) CQPA falls below 1.70 as sophomore; or 3) CQPA falls below 1.90 as junior; 4) student is subject to a third probation; and 5) a return after academic suspension and student fails to receive a semester average of 2.00 (NYIT Catalog, 1987/88).

Cumulative Quality Point Average (CQPA) - represents all the quality points earned divided by the number of credits for grades A through F (NYIT Catalog, 1987/88).

Financial Aid - According to "Meeting College Costs" (CEEB, 1987) "...is help for meeting college costs: both direct educational costs (such as tuition, fees, and books)

and personal living expenses (such as food, housing, and transportation)". [p. 2]

Financial Aid Form (FAF) - According to "Financial Aid" (CEEB, 1987), "...collects all of the information necessary to calculate a family's ability to pay postsecondary educational costs. The FAF can be used by either dependent or self-supporting students to apply for aid from federal, institutional, and many state aid programs." [p. 1]

Literacy - According to the National Assessment of Educational Progress (NAEP) (1988), "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." [p. 3]

Performance Aid (PAs) (also known as Job Aids - (JAs), Job Performance Aids - (JPAs), or Skill Performance Aids - (SPAs)) - "A mechanism that stores information, external to the user, guides the performance of work, and meets these requirements:

- Can be accessed and used in real time (employed during actual performance of the task).
- Provides signals to the performer on when to perform the task or increments of the task (stimuli).
- Provides sufficient direction on how to perform each task (responses).
- Reduces the quantity and/or time the information must be recalled (reduces access of memory)" (Spector, 1987).

Probation - academic standing for student whose CQPA fall below 1.70 as a freshman, 1.90 as a sophomore, or 2.0 as junior or senior; QPA for one semester falls below 1.50; or has been permitted to return to the college after

academic suspension (NYIT Catalog, 1987/88).

Quality Point Average (QPA) - semester scholarship level computed by adding quality points earned and dividing them by the number of credits for courses with grades A through F (NYIT Catalog, 1987/88).

Assumptions

1. That apprehensions regarding a task can prevent or delay its completion. That thoroughness and timeliness in completion of the FAF increases the chances of obtaining maximum financial aid.
2. That discrepancies in comprehension promote mistakes. That discrepancies preventing a timely and thorough completion of the FAF can be reduced.
3. That the students using the performance aids are eligible for some form or level of college financial assistance.

Limitations

1. That completion of the FAF requires detailed knowledge and data to verify parent(s)' and students' financial status and resources.
2. That previous attempts to conduct extracurricular training events with NYIT students were frustrated because of scheduling conflicts and time factors.

3. That proper facilities to conduct a training session are scarce during the day and evening sessions.

4. That this project was developed for a specific audience, NYIT probationary students, and a specific financial aid form, NYSFAF. It will not work elsewhere or with other versions of the form without modification. That the FAF may change each year making standardized instruction impossible without major changes in the instruction.

Method and Procedures

The following descriptions outline the steps used in this study. The project chapters follow this formula. The formula conforms with the Interservice Procedures Model of Instructional Systems Development (ISD) described by the Center for Educational Technology (1976), Grooper and Ross in Craig (1987), and Dick and Carey (1985).

As the most widely used methodology, the ISD model will facilitate examination by other adult learning professionals. Mager (1979) reports highly effective outcomes for ISD as a methodology:

1) ISD solutions that match task requirements and students needs;

2) ISD solutions that require less time to complete;

3) consistency of solutions for different occasions and media;

4) ISD solutions that meet the range of variation in entry levels and abilities; and

5) confidence, morale and satisfaction for instructors and students.

Analysis

During the analysis phase of ISD, the functions or tasks to be performed, are analyzed in terms of the knowledge or skills required. The designer adapted the Functional Job Analysis (FJA) model. She consulted with the director and staff of Student Services, NYIT Metro, to determine training and development interests and needs. The target population was identified and a list of performance problems was compiled. Several performance discrepancies were identified.

Needs assessments were conducted in small groups, telephone interviews, and questionnaires. The following techniques were utilized: attitude survey, climate survey, group discussion, manager and student interviews, and product evaluation. The initial audience included counselors, instructors, and ISD practitioners. The "target audience" was selected by the staff. Subsequently, the target population and subject matter experts were interviewed: undergraduate probationary students as the "target audience," reps, entrepreneur financial aid counselors, CEEB personnel, and parents.

Design

The design phase of ISD involves defining the instructional, behavioral or performance objectives, lesson plans, tests, and media. The designer collected and analyzed data to identify, define, classify, sequence, and code the tasks. Competencies required to perform the tasks were also differentiated.

Performance objectives were written for each of the predominant tasks using Mager's (1984) three essential characteristics. Entry behaviors were identified and became the baseline from which terminal behavior was determined.

The designer, in consultation with other practicing instructional technologists, determined the scope of this project. After sequencing the objectives, the designer analyzed and tested strategy options.

Development

For each task or activity identified, a number of characteristics were analyzed, in order to determine the appropriate methods of instruction.

The development phase of ISD requires the application of various strategies and media to develop lessons, tests, and evaluation. The materials were organized according to Gagne (1985). The method of guidance was developed as defined by Lineberry and Bullock (1980) and Kearsley (1984).

In conjunction with the General Education Development Scales of the FJA model, the designer also applied the

literacy scales of the National Assessment of Educational Progress (NAEP) reported by Kirsch (1986), to portions of the FAF. The designer used two computer software programs PCStyle (1986) and RightWRITER (1987), on portions of the FAF, to determine readability indexes according to Flesch (1949) (1979) and Gunning (1964) theories.

Implementation

The systems for delivery and management of materials were developed. In turn, the designated materials were produced and transmitted.

Evaluation

In the ISD model evaluation occurs throughout the previous four phases as formative evaluation. Summative evaluation is conducted following implementation. Evaluations of materials were directed in a systematic instructional development process as prescribed by Bullock (1978): (1) one-on-one developmental tryout with a focus on the content and format; and (2) pilot or field trials assessing validity and acceptance. Cost and benefits analysis issues were also addressed.

Summary

The access to employment is increasingly defined by the acquisition of complex skills and knowledge. The challenge of obtaining an appropriate education, to take advantage of employment opportunities, includes obtaining the required

financing. The methods, procedures, and materials developed in this project were designed as tools to assist NYIT undergraduate probationary students to complete the FAF. The methods of development and the materials were based on the theories and principles of Instructional Systems Development. A grant is a terrible thing to waste.

CHAPTER 2

ANALYSIS

Introduction

The following descriptions recount the analysis steps used in this project. The analysis format conforms with the Center for Educational Technology's ISD model. In this model, analysis is conducted to detail information regarding a particular job in order to design, develop, and validate training. The War ManPower Commission (1944) determined that adequate training required identification of the nature, duties, responsibilities and other factors of the jobs for which they are to be trained. Upon the basis of thorough analysis of the job tasks, training curriculum, time requirements, and selection of trainees are determined.

Tracey (1984) suggests that systems are created to achieve a purpose or objective and its subordinate aims or functions. The ISD model is a true closed-loop system, a constantly repeating cycle of evaluation, feedback and improvement. Organized in an orderly whole, ISD has clearly defined boundaries. ISD has as its mission or objective the efficient and effective achievement of the training and development goals of the organization. The ISD model contains interdependent and interacting components of analysis, development and valuation. The feedback

mechanisms authenticate the design, through consistent cross-reference to the criterion measures.

Systems analysis enables comprehension of an entire system. Analysis of a system is accomplished through study of the behavior and interactions of its components. Training systems analysis enables instructional technologists to plan, organize, staff, direct and control resources to achieve the training objective.

Needs Analysis

The first step in designing training and development activities is to determine current needs and future requirements. According to Tracey, the most critical factors for analysis include organizational goals, objectives and plans, operations, change factors, target audience composition, policies, training staff competencies, facilities, and costs.

Organizations require training and development for the organization, group, and individual. These needs can be subdivided into immediate and long-range needs. Maximum productivity and job satisfaction requires appropriate response to these needs. Many methods for needs assessment are available. The selection of the right combination is crucial to differentiating between <u>felt</u> needs and <u>real</u> needs.

As outlined by Bemis, et. al., the Functional Job Analysis (FJA) served as a model for the systematic study of the tasks performed. FJA uses a comprehensive approach, which focuses on five interacting components: 1) identification of purpose, goals and objectives; 2) identification and description of tasks; 3) analysis of tasks; 4) development of performance standards; and 5) development of training content.

The designer conducted interviews with the staff of the Student Services Center to determine whether they had interest or demand for training and development services. Performance problems were identified and the target population was identified. Performance discrepancies were highest for students on academic probation.

In consultation with the Metro-NYIT Student Services director a needs assessment based on the Tracey requirements was proposed. During the course of the needs assessment more than 20 people were consulted. Assessment interviews and questionnaires were completed by nine persons. One-third of these were from the target population. The following techniques were incorporated into the needs assessment process: attitude survey, climate survey, group discussion, instructor and student interviews, and product evaluation.

Needs assessments were conducted either by telephone, in person interview, or written response to the questionnaire

by undergraduate probationary students as the "target audience." NYIT instructors, financial aid reps, counselors, a private financial aid counselor, and CEEB personnel also participated in the assessment.

As detailed in Appendix A, this needs assessment was designed and conducted to determine organizational mission and goals, departmental mission and goals, immediate and long-range training and development needs, staff, and later target audience concerns. Student Services personnel, with responsibility for working with probationary students with ensuing financial aid problems, targeted this group as having the greatest need.

Needs assessment results are detailed in Appendix B. As indicated by the responses, knowledge of NYIT's or the unit's mission and goals was not always evident. One person complained that students had difficulty in following directions, the same person did not complete the questionnaire. There were suggestions that the procrastination to complete forms, found by Cantalupo in Maryland, was not foreign to metropolitan New York students and parents.

There was also an assertion that completing the FAF is "as simple as completing the income tax form." Other data revealed a view that the obligation, for assisting parents and students in completing the FAF, is the responsibility of high school counselors. Further, an opinion that the reps'

responsibilities were primarily to process the forms was also disclosed.

There are several factors that conflict with those views. For example, it is widely known that counseling services in NYC public schools are grossly understaffed. An open admissions policy increases the likelihood of enrollment of students who did not take college preparatory classes in high school nor receive the scarce counseling services available to students who did. While the view that responsibility for assisting students rests elsewhere may be correct, it is the college that benefits from correct filings.

There were suggestions of correlations between performance discrepancies and NYIT's "open admissions" policy. If these suggestions are valid, consideration of increased response by the college to students' preparedness and the college's provision of adequate and appropriate support services would not be inappropriate. If the students do not need financial aid and NYIT does not need increased revenues that could result by assisting students and parents, however, there should be no cause for concern.

Using the form, previous information and data gathered were also compiled. This data included a review of the various NYIT publications regarding the mission and goals of the target departments. As outlined in Appendix C, a review of unit goals and objectives was also conducted and the data

extrapolated for analysis. Several systems of goal setting have been utilized in the various units of Student Services. Some goals, previously set for counseling services, have been instituted. The reporting process and an evaluation of progress was unavailable. There was no data indicating previous attempts to ameliorate the particular problems of probationary students with financial aid concerns.

Job Task Analysis

The purpose of job analysis is to provide an objective delineation of a particular job. Bemis, Belenky and Soder define job analysis as a "systematic procedure for gathering, documenting, and analyzing information about three basic aspects of a job: job content, job requirements, and the context in which the job is performed." [p. 1] Descriptions of job content range from general statements of activities; through detailed explanations of duties and tasks, descriptions of steps or elements in a process, or illustration of motions needed to perform an activity.

The designer was unable to locate a "job description" for college students. A description of the job functions is important in the definition of responsibilities, assessment of qualifications, and analysis of pertinent tasks. Presumably jobs are assigned to those with the appropriate skills, knowledge, training, and experience. Regarding the FAF, this assumption is not operative for college students

or their parents. Legally, however, they have responsibility for the FAF completion.

The designer created a job description by analyzing the following factors: 1) purpose; 2) degree of accountability or responsibility; 3) available guidelines (appropriate data from the NYIT student handbook); 4)extent of supervision received or exercised; 5) consequences of error; and 6) working conditions. The designer also brainstormed answers to the question, "what do college students do anyway?" Subsequently a structured job description format was used to identify: 1) location and general working conditions; 2) job functions and relationships; 3) general duties; 4) contingent responsibilities; 5) job tasks; and 6) attitudes for success. The results are detailed in Appendix D.

The next step included a thorough review of the FAF. Even a cursory review of this document, in Appendix E, will provide dramatic evidence of what is required to accomplish its completion. The form consists of several components. The outside and inside covers contain the New York State Higher Education Services Corporation questions, instructions, and worksheets. These pages are numbered 1, 2, 3, and 4. The actual FAF consists of an 11" x 17" sheet of paper, divided into four pages. This sheet has a perforated edge and is further attached to an 8.5" x 11" page containing a list of colleges for part of Missouri and all of 25 other states. These FAF pages are numbered 1, 2,

3, and 4 in green ink. These four pages contain 103 questions, with numerous subsets of questions or requests for information, and several notices to "see instructions."

The FAF along with the accompanying instructions and worksheets have been produced by CEEB under contract to the Department of Education. The FAF reflects recent changes in and new federal regulations and methodology for assessing eligibility and reporting income and assets. The form must also meet and gather information according to 1) state requirements; 2) college financial aid eligibility criteria and information requirements; and 3) information needed by organizations who provide information and services to students and families who require financial aid for postsecondary education.

There are eight pages of instructions which contain 95 multi-part worksheets. These pages are numbered 1 through 8. There is also a four page College Code list, to which the FAF, perforated, is attached. An envelope is stapled in the middle section. The instructions and pages of college codes are newsprint in quality. The remaining pages are printed on what appears to be 16 lb. paper. The print varies in size from approximately 2.5 cm to 0.01 cm. Various sections are printed in green ink and certain blocks or sections of the instructions and worksheets are highlighted in green.

Detailed and confusing legal citations and information are also "posted." After eight detailed paragraphs in 0.01 cm type on the limits and authority to request information on the Social Security Number despite the Privacy Act, the section ends, "Although the information you give on the FAF is confidential, if a subpoena is received that requests your FAF information, the information will be provided." "Will be provided to whom and under what conditions? With my knowledge? First they tell you you don't have to tell them. Then they tell you if you don't tell them you won't get any money. And then they tell you that your confidential information ain't confidential."

An important factor which proved crucial in determining an ISD solution, is that until a student is declared independent (i.e., at least 22, a veteran, a ward, has legal dependents, or is married) parental income and assets must be assessed. This includes natural, though divorced or separated, and step parents. To put it another way, it is the parents' responsibility to complete the FAF. Dependent students cannot fill out the FAF without their parents' participation and income information.

The ultimate performer, therefore, is not the student but the parent. The designer had no access to the key performer. The ISD solution would have to assist and equip an auxiliary performer to be a partner in a process of which they were the prime beneficiary.

The designer conducted an analysis of the problem from the parents' viewpoint. Every parent that the designer consulted throughout the development of this project has moaned his or her distress with the process and the form. One parent described it as "difficult, complex and convoluted."

Even for those parents who can afford to "pay" an expert to complete the form, mistakes are made. Placing the number "1" in a box that should have been "2" meant that the student was ineligible for assistance. Deciphering that an error and been made and filing an amended form resolved the problem, but served as a real world example of the "horror." Parents were also in agreement that the form is not completed without the student. They also expressed a desire for assistance that went beyond the begging and pleading that students must do to get it done.

Everyone the designer interviewed or described the project to has a story to tell and a complaint. They have also requested a copy of the findings of this project or that I complete the form.

A step-by-step analysis of the instructions and the forms was conducted. The tasks are identified in Table 2.

Target Population Analysis

The target population totaled 126, 96 males and 30 females on academic probation. Though the majority were

residents of the five boroughs of New York, several travelled to the NYIT Metro campus from as far away as Newark, NJ. Approximately one-half of the students had outstanding financial obligations to NYIT.

Table 2

	Task Elements
1.1	Obtain required FAF and instructions.
1.2	Decode forms and instructions and develop a timeline for completion of FAF.
1.3	Inform parents/guardians of requirements and deadline.
1.4	Requisition and catalogue the required financial records and documents.
1.5	Prepare and produce working documents.
2.1	Calculate answers.
2.2	Code worksheets for sources and write calculations on corresponding worksheet blanks.
2.3	Justify calculations against source documents and worksheet answers.
2.4	Reconstruct calculations from worksheet blanks to corresponding NYS FAF blanks.
2.5	Compare transfers of calculations to NYS FAF with worksheet answers.
2.6	Transmit completed form.

The total number of semester hours earned ranged from eight to 126. 24 different majors were indicated by the target audience. The largest number were the 26 students (20%) in Freshmen Studies, a program for students who have not declared a major. 26 students pursued majors in business, finance, or economics. 38 students indicated engineering or technology concentrations in either electrical, mechanical, computer, electromechanical, architectural, or aeronautical majors. The remaining 28% were pursuing majors in communication arts, psychology, technical writing, and community mental health.

NYIT counselors reported that the pressures of maintaining academic standing and the continuing concern regarding finances were major stress factors. Probation logically increases the stress levels. Students must regain academic standing while maintaining present levels of success and in order to assure qualification for continuing financial aid. Reading and comprehension levels for these student were assessed by examination and were below college entrance levels. The reading levels range from eighth grade to eleventh with "underdeveloped reading and writing skills," as assessed by entrance exam and requirements to take and pass the Basic English Course.

Organizational Constraints

Assessment of organizational input and support revealed that past attempts to conduct extracurricular events for NYIT students were frustrated by scheduling conflicts. Further complications occurred because sessions can not run longer than one hour. In addition, proper facilities to conduct a training session are scarce during the day and evening sessions. Constraints on space, time, and scheduling negated any group activity.

Experience with intergenerational events or events for and with parents carried the same conflicts as those for students.

Project Goal

Using the guidance and suggestions provided in the performance aid students will decode the instructions and information; and group and sequence the elements required to complete the Financial Aid Form for New York State.

The materials described in this project are provided in response to a need for additional resources to assist students in completing the FAF. The PAs provide an analogous completion process for the auxiliary performer.

Literature, Existing Course, and Material Review

The designer surveyed literature on financial aid concerns and filing procedures. This survey included a

review of the FAF as existing source material and the object of performance.

Related Theory

The designer surveyed course work on accounting and completing various IRS individual tax forms. Secondary school texts on bookkeeping and accounting were also reviewed for related teaching theories and training theories. The designer also consulted the Dictionary of Occupational Titles (1977) for descriptions in the computing and account-recording occupations.

Based on Bloom's taxonomy the tasks of this project occur in the cognitive domain. There are six hierarchial categories in this domain. Detailed in Table 3, all the categories apply to this project and they are knowledge, comprehension, application, analysis, synthesis, and evaluation.

"Interservice Procedures for Instructional Systems Development" classify the types of learning used by military establishment as mental skill, information, physical skill, and attitude. Table 4 details the category and subcategories of mental skill and information.

Table 3

Cognitive Domain Taxonomy

Knowledge
recognition and recall of facts
Comprehension
interprets, translates given information
requires knowledge to demonstrate comprehension
Application
uses information in different situations
requires comprehension to apply
Analysis
separates whole into parts to clarify links
requires capability to apply information
Synthesis
blends elements into new entity
requires analysis
Evaluation
decision-making based on standards and reason
requires synthesis

Table 4

Learning Category and Subcategories

Learning Category	Learning Subcategories
•Mental Skill	• Learning and using rules
	• Classifying-recognizing patterns
	• Identifying symbols
	• Detecting
	• Making decisions
•Information	• Recalling bodies of knowledge

Literature Review

A computer-based bibliography of journal articles was generated through DIALOG Information Services for the following criteria:

1. Appropriateness for project

2. Similar subject for different population.

While some information was available to the designer, there were no exact counterparts to the project. There were four citations of material on manual job aids and one on financial aid and access to college. They are summarized below.

1. **Job Aids: Give the Readers What They Want** (Lawson, P., 1986)

This position paper defined "job aids" as a genre of guidance tools or prompts to assist the performance of a job or task. The function of a job aid is to define the task, procedures for performing the tasks, the order of execution, and the standards. Job aids should be concise, procedural, visual, text based, concrete, and portable. They are suitable and productive for outlining procedures with more than five steps and which are used inconsistently.

2. **Job Aids and Motivation** (Grau, Joseph A., 1986)

This article suggests that job aids have positive effects on workers: reinforce task importance; increase confidence in success and effort; and decrease motivation needed while increasing expectancy.

3. **Job Performance Aids. Job Aids Really Can Work: A Study of the Military Application of Job Aid Technology** (Duncan, Charles, S., 1985)

This article espouses the military's success in using job aids to address several training problems: adding more training without expanding course length; maintaining student achievement while saving development time and money; reducing materials; and increasing performance.

4. **Job Performance Aid Methods (for Job Guide Manuals; and Other Formats)** (James, Frank W., 1975)

This research report furnished guidelines for designing and illustrating JPAs. It stresses that instruction must be commensurate with the intellectual level of the performer. The benefits of PAs for psychological task preparedness was also delineated. A wealth of information is supplemental to the research findings and includes: grammatical form, vocabulary, illustrating, and modifications for ad hoc training.

5. **Access to College for Mexican Americans in the Southwest: Replication after 10 Years. College Board Report No. 84-3** (Payan, Rose M., 1984)

This report contains a wealth of information on recruiting strategies and undergraduate aid available to Mexican American students. It also reports the possible problems affecting financial aid need and the support programs and services provided by colleges.

Survey of Existing Courses and Materials

The CEEB provides numerous resources to financial aid counselors. They also provide printed materials and a video

to assist students and parents in determining whether they are eligible for financial aid. The materials produced and provided by CEEB are in three basic categories: (1) materials, courses, and job aids for financial aid counselors when advising students and parents, or when processing the FAF, (2) materials and media for parents planning for college costs and to determine eligibility for financial aid, and (3) materials and media for independent students to determine eligibility for financial aid. The first three items provide worksheets and information to estimate college expenses and family contribution levels:

a. **Family Contribution Worksheets for Dependent Students**

b. **Family Contribution Worksheets for Self-Supporting Students**

c. **Meeting College Costs**

d. **Completing the FAF: How to Fill Out the 1988-89 Financial Aid Form** is a twenty-two minute videotape of guidance for completing each section of the FAF.

e. **How to Avoid Errors in Completing the 1989-90 Financial Aid Form (FAF)**

Plan for Design and Development Effort

Elisabeth Achelis (1963) recounts that the Egyptians were the first to base their calendar on the sun cycle, adopting it in 4236 B.C. Egyptians planned their civilization around the inundation of the land by the Nile

River; planting and cultivating crops; and completing the harvest. Each of these events lasted four months. The addition of five "feast days" reckoned with the 365 day journey of the sun in the heavens. An attempt to add a sixth feast day, every four years, in 238 B.C. by Pharaoh Ptolemy III was neither popular nor widely accepted. Fortunately, he did not also attempt to establish "pyramid-building savings time" as well.

The designer prepared for the implementation of this project. She used the ancient sun and farming calendar, project management techniques, and modern computer technology. Her goal was to calculate the various interacting elements of the ISD model and to present the plan. The project began in January of 1988 and was concluded in August of the same year.

Appendix G contains the project planning documents. The designer used Gantt and PERT charts to track the development and implementation of the project. The PERT chart (Program Evaluation Review Technique) illustrates the relationships and dependencies among the various ISD tasks using boxes and connecting lines. The PERT chart is a snapshot of the big picture.

The Gantt chart displays tasks as horizontal bars on a time grid. This chart enabled the designer to see what was going on (or should have been going on) at any point in time.

Budget

This project was performed without remuneration. Calculations of the labor charges for the designer, and counselors, reps, and other subject-matter experts was based on monthly salaries and industry standards of $30.00 per hour. The participants' charges were based on a wage of $4.00 per hour. The detailed budget estimates are provided in Table 5.

Summary

The analysis clearly defined performance discrepancies for NYIT students. An ISD solution was determined as appropriate for probationary students receiving financial aid. It also demonstrated that the task of completing the FAF was more complex than previously perceived. A functional solution was requested and a plan utilizing the ISD model to develop an appropriate solution was initiated.

Table 5

Budget

Category	Hours	Cost	Subtotal	Total
Labor				
designer				
analysis	45	$1350		
design	60	1800		
development	60	1800		
evaluation	25	750		
participants	20	80		
sme's	50	1500		
Total labor			$7280	
Printing			60	
Auto			69	
Grand Total				$7409

CHAPTER 3

DESIGN

Introduction

Have you ever wondered how the farmer manages to produce waving amber grain or those long and curving green lines? A visit to a botanical, Japanese, or English garden is a lesson in cultivation and adapting to or adjusting the soil for the propagation of certain plants. Likewise the designer gathered, documented, and analyzed the tasks to be accomplished in the context in which they are performed. This chapter sets forth the procedures used to analyze the task and reports the project design.

Task Analysis

In keeping with the ISD model Bemis, et al., suggest that task analysis "identifies the skills, abilities, areas of knowledge, and physical and other characteristics which are required to perform the content of the job." [p.2]

The context in which the task is performed was also considered. The context relates to the "purpose...degree of accountability or responsibility...availability of guidelines...extent of supervision received and/or exercised...consequences of error, and...physical demands and working conditions..." [p.2] The FJA model also

required assessment and description of the level and orientation of what the worker must do.

The designer collected and analyzed data to identify, define, classify, sequence, and code the tasks required to complete the FAF. Following the FJA model, tasks,identified in Table 2, were analyzed according to seven scales: (1) three Worker Function Scales of Data, People and Things; (2) Worker Instruction Scale; and (3) three General Education Development Scales of Reasoning, Mathematics, and Language. Competencies and entry behaviors required to perform the tasks were classified.

As detailed in the U.S. Employment Service Dictionary of Occupational Titles the tasks were found to have correlates with the following Worker Function Scales:

Data: (six of seven functions)
Synthesizing
Analyzing
Compiling
Computing
Copying
Comparing

People: (three of nine functions)
Negotiating
Speaking-Signaling
Taking Instructions - Helping

Things: (one of eight functions)
Manipulating

Needs assessment data indicated student literacy levels may have an impact upon the target audience's ability to follow the directions on the FAF. Significant attention was given to this finding during the task analysis. The FJA

model employs three education development scales, namely reasoning, mathematics and language. As detailed in a summary report of a study to assess young adult literacy, the designer reviewed the three distinct literacy scales of the National Assessment of Educational Progress reported by Kirsch. The designer applied prose, document and quantitative literacy scales to portions of the FAF. As detailed in Figure 2, comparison of the FJA and NAEP literacy definitions was produced.

Readability indexes and reviews were conducted, using PCStyle (1986) and RightWRITER (1988) on segments of the FAF. PCStyle is a computerized program which analyzes writing based upon the Rudolf Flesch Reading Ease Formula and the Gunning Fog Index. This formula produces the reading grade level by computing: first 100 words, number of one-syllable words, and the number of sentences.

The RightWRITER software program produces a mark-up copy with a summary critique of the document. It measures reading level, strength of delivery, use of jargon, and comments on readability, sentence structure, and tone. This software program uses the Flesch-Kincaid formula to calculate the readability index. This formula is the United States Government Department of Defense standard (DOD MIL-M-38784B). Its use is required by contractors producing user's manuals for the armed services. The Flesch-Kincaid formula is based on the average sentence length and the

average number of syllables per word. These two computer programs were used to reduce the calculation error average to less than 2%. The individual program default scales are as follows:

PC-Style

MEASUREMENT	LOWEST/POOREST	HIGHEST/EXCELLENT
Words per sentence	17.0	7.0
% Long Words	14.0	2.0
% Personal Words	0.0	9.0
% Action Verbs	0.0	2.5
Syllables per word	2.5	1.0
Readability Level	18.0	6.0

RightWRITER

MEASUREMENT	LOWEST/POOREST	HIGHEST/EXCELLENT
Readability Index	50.0 (unreadable)	10.0 (6.0-10.0 best)
Strength Index	0.0	1.0
Descriptive Index	-0.1	0.9
Jargon Index	0.5	0.0

A readability index over 12th grade does not mean the writing is appropriate for college educated readers. It means the writing is complex and difficult to read.

Figure 2

Comparison of NAEP and FJA Literacy

NAEP Model	FJA Model
"**Prose Literacy** -- locating information in text, producing and interpreting text information, and generating a theme or organizing principle from text information.	"**Language Scale** -- Describes the requirements of the task in the use of language for reading, writing, and speaking.
"**Document Literacy** -- procedural knowledge to complete a check or fill out a form, understand and use the hierarchial structure of [nontextual materials] indexes, tables, charts...and skills and strategies for transferring information from one document to another.	"**Reasoning Scale** -- describes the requirements of the task in the use of concepts, problem solving, making judgments, and carrying out instructions.
"**Quantitative Literacy** -- use of mathematical operations -- either singly or in combination -- to solve problems that are embedded to varying degrees in printed material." [NAEP p. 4,8,18,30]	"**Mathematics Scale** -- describes the requirements of the task in the use of arithmetic, algebra, geometry, and mathematical principles and techniques." [Bemis p. 22]

The NAEP identified and described prose literacy reading proficiency scale of five levels [p. 38-39]. Typical tasks comparable to those required to complete the FAF, for document and quantitative levels, follow in parenthesis. The skill levels are the points on a scale

from 100 to 500 at which the individuals with that level of proficiency have an 80% probability of responding correctly.

"**Rudimentary (150):** Performance at this level suggests the ability to carry out simple, discrete reading tasks."

(DOCUMENT -- 110 - signing one's name; 160 - locating the filing date; -- each task requires the reader to match a single feature of information given in both the question and the answer.)

(QUANTITATIVE -- NONE)

"**Basic (200):** Performance at this level suggests the ability to understand specific or sequentially related information."

(DOCUMENT -- 211 - match an item to a list of several items; 196 - entering personal background information on a form; 192 - circle an item occurring on a specific place at a specified time -- the reader is required to accomplish successive one-feature matching or one task requiring a two-feature match.)

(QUANTITATIVE -- 233 - totaling two entries on a worksheet -- requires application of an arithmetic operation to figures already entered.)

"**Intermediate (250):** Performance at this level suggests the ability to search for specific information, interrelate ideas, and make generalizations."

(DOCUMENT -- 253 - complete an address on order form; 262 - locating eligibility for a particular type of benefit from a table; 257 - look at summarized wage information and write "gross pay to date" in the space provided; -- tasks involve matching information on the basis of two features. The documents contain several plausible answers or "distractors.")

(QUANTITATIVE -- 275 - entering amounts to be added and subtracted and calculating the correct amounts -- requires performance of a single numeric

operation and the accurate transfer of information to a form.)

"**Adept (300):** Performance at this level suggest the ability to find, understand, summarize, and explain relatively complicated information."

(DOCUMENT -- 294 - identify information contained in a graph; 320 - looking up appropriate applications from a chart; 300 - follow directions using a diagram to extend the range -- reader is asked to match information of increasing numbers of features.)

(QUANTITATIVE -- 325 - examine a checklist and compute the amount of a specified item and determine the difference from a specified sum (337) -- task requires a match of information and the application of two operations in sequence.)

"**Advanced (350):** Performance at this level suggests the ability to synthesize and learn from specialized reading materials."

(DOCUMENT -- 365 - match on the basis of six features using a schedule -- most demanding information-processing skills and strategies are required.)

(QUANTITATIVE -- 356 - determine percentage of figure; 371 - calculate and total figures based on comparable items on a chart; 376 - estimate cost using unit-price figures -- most demanding arithmetic operations skills required.)

NAEP correlates its prose proficiency to grade levels eleven, eight, and four. The designer extended this scale to other grade levels. The scale, in Figure 3, was used to make the projections and assessments of range differentials, between target population and the FAF, that follow:

Figure 3

Grade & Literacy Proficiency Levels

Grade	Level
4	218
8	260
11	290
12	300
13	310
14	320
15	330
16	340
17	350
18	360
19	370
20	380

As revealed in Appendix H, the readability grade levels of the FAF ranged from grades 13.4 to 17.1. Assessment revealed target population reading competency range from the eighth to the eleventh grade, an average of ninth grade. Based upon the reading level of FAF excerpts the FAF is 4.4 to 8.1 grade levels above that of the target participants' average.

Completion of the FAF requires document literacy (FJA - reasoning) and quantitative literacy (FJA - mathematics) proficiency. Using NAEP literacy scales levels, the required level of comprehension to complete the FAF extends the full scale to grade 20. This means that the proficiency required to complete the FAF may be as much as 12 grade levels above the actual functioning of members of the target group. The designer determined that all ISD guides and

materials could be no higher than the ninth grade, using the prose and language scales alone.

The analysis of the tasks revealed a 100% congruency with Kearsley's criteria. The tasks required to complete the FAF met the following criteria with regard to:

- Frequency. Completion of the FAF is a task or activity that is performed infrequently. The person forgets how to do it because of a lack of frequent repetitiveness. This is especially true of the accomplishment a task, such as the completion of the FAF, which is rated as critical or complex.

- Criticality. The completion of the FAF is a task that is highly consequential and must be done correctly.

- Complexity. Completion of the FAF is a task that is complex in terms of the number of steps and decision-making. Completion does not have to be done very quickly.

- Errors. The completion of the FAF can result in frequent errors that are not of a psychomotor nature.

Table 6 lists the aspects of completing the FAF that matched Kearsley's criteria.

TABLE 6

FAF Critical Items

1. complex, lengthy and detailed;
2. errors cause delays in processing;
3. errors can result in denial, despite eligibility for assistance;
4. rapid completion of the form is not a requirement;
5. unless there are changes in eligibility, the task is performed infrequently, annually;
6. there is little need for retention;
7. regulatory changes and editing frequently change the FAF;
8. task must be accomplished within a limited time and standard deadline;
9. there is a limited budget; and
10. none of the instructional material, in the accomplishment of the performance objective, can conflict with the NYS FAF documentation and directions that accompany the form to be completed;
11. little, if any, assistance is available in actually completing the form.

Objectives

Objectives were written for each of the tasks, according to Mager's schematic. He identified three essential characteristics of performance objectives:

1. They identify terminal behavior.
2. They describe the conditions of performance.
3. They set a criterion of acceptable performance.

The job description contains the following descriptions and task references:

MAJOR DUTY: According to admissions and course requirements, complete applications and course assignments to assure educational and matriculation goals.

TASK: Complete required forms [to determine eligibility] for ...financial aid...

MAJOR REFERENCES: College Scholarship Service Financial Aid Form for the 1989-90 Academic Year

Entry Behaviors Defined

Assumptions ...

a. The performer has access to or the ability to obtain his or her and parents/guardians financial documents required to complete the FAF.

b. The ISD solutions will provide the performer with the ability to perform at an independent level.

c. The ISD solutions will provide the performer with the information necessary to follow through despite problems and reinforcement until the task is completed.

d. For all categories, where required, the minimum proficiency is assumed to be ninth grade with an 80% probability for correct response:

A. **Visual Perception** ... The accuracy with which a person can observe and act on visual information such as IRS tax forms, banking and accounting statements.

B. **Numerical Aptitude** ... The ability to perform arithmetic operations quickly and accurately. The learner must be able to make arithmetic calculations, including addition, subtraction, multiplication, division and percentages.

C. **Oral Expression** ... The ability to use spoken English words, phrases or sentences, concepts, terminology and/or to translate English instructions into indigenous language.

D. **Written Comprehension** ... The ability to read and understand written English words, phrases or sentences and take appropriate action.

E. **Sequencing** ... The ability to place things in the proper numerical, alphabetical, categorical order.

F. **Forms Completion** ... The ability to fill out forms accurately, completely and legibly.

G. **Following Oral Instructions** ... The ability to understand, carry out, and translate to indigenous language oral instructions expressed in English.

Group and Sequence Objectives

Sequencing places the content and ISD experiences in a configuration to produce the greatest understanding in the

shortest time. This process ensures that component and supporting knowledge and skills have been developed before the complete behavior is demonstrated.

The designer, in consultation with other practicing instructional technologists, determined that line-by-line instruction to complete the FAF would duplicate the process established by CSS without being able to replace it. Without the ability to replace the FAF the result would be two line-by-line set of instructions. The resulting lengthy product could prove more intimidating than the FAF. The length and detail could not relieve the parents and students from reading and following the FAF in its entirety. As there are statutory penalties for providing incorrect information, answers to all questions must use the definitions and processes of the FAF.

The designer designed the PA for students on academic probation, with comprehension levels below the requirements to complete the form. The suggestions, guidance, session, and checklists are provided to assist the students to organize the information, materials, and processes required to perform the tasks. The designer used Tracey's sequencing method to determine the logical arrangement of the subject matter. The tasks include: obtaining required documents and information, decoding the documents and instructions, grouping and sequencing tasks. Performance requirements and objectives are detailed in Appendix F.

Activities Specification

After identifying the critical nature of the tasks, and sequencing the tasks and the objectives, the designer analyzed and tested numerous learning activities. The results are reported in Table 4.

Table 4

Activity Strategy Matrix

Activity	Content	Method	Media
1.	Obtain Documents	PA	Print
2.	Code Documents	PA	Print
3.	Sequence Documents	PA	Print

Assessment System Specification

As with all such performance aids, a test to determine whether learning occurred is not appropriate since learning is not a goal of the aid. A performance assessment and an evaluation by subject matter experts were conducted.

Evaluation System Specification

Evaluation of the PAs should proceed throughout the ISD process in developmental tryout, field trials/validation tests and follow-up evaluations. The desired outcomes for using performance aids are the same as those for instruction or training.

Ideally the test of performance occurs after the completion of the FAF, by the parent and or the student. Testing can only occur upon the submission of the FAF to CSS and an indication from CSS that the FAF meets their review process and no additional information is required. The post test of results will transpire upon either no response from CSS requesting verification and/or response from CSS and or NYIT reps through the notification of level of eligibility for grants, work-study programs, or loans.

Outcomes were measured in terms of worth or an assessment of the benefits that result from use of the performance aids when compared to the cost of their development and implementation. Validity of the PA were assessed during partial simulations of the task by groups of qualified performers. Acceptance of the PA as evidenced through its use should be evaluated through reports from users.

Swanson and Gradous (1988) have developed forecasting theories and PAs, discussed in Chapter 6, to conduct performance value analysis. Their theories and PAs were also applied.

Transfer System Specification

Often included in the evaluation system specification, transfer refers to the degree or extent to which the skills or knowledge gained during instruction or training carry

over to the job situation. In relation to PAs the appropriate question is: are the PAs being used efficaciously and as intended? Observation of actual performance, examination of work outputs, and reports from users are the generally accepted means for accomplishing an evaluation of transfer as it pertains to PAs.

Completion of the FAF is a multi-step process which takes place in the home of the student. It also requires the assistance and input of parents who remain outside the designer's oversight. In addition, the confidential information is processed by a separate agency, CSS.

Review and Selection of Existing Materials

A review of the various materials was conducted as described in Chapter 2. Based on this review, no existing materials were identified as appropriate for possible inclusion in the performance aid, except by and as reference.

Summary

Much like the terrace farming in Japan, this particular project presented novel problems when compared with standard methods of instruction. To accomplish an appropriate design the intricacies and interrelatedness of the literacy scales had to be considered. The ability of the target group to

accomplish the task was determined by their ability to read, analyze, and compute according to the instructions.

The selection of the appropriate tool to accomplish the ISD solution is paramount to the success of the project. For this project, the designer determined that a performance aid was the most appropriate tool.

Several questions regarding the use of the ISD model to accomplish tasks performed by 1) persons who are less literate; 2) work from their homes; and 3) whose only common denominators are that they must accomplish the same task and are a diverse group.

CHAPTER 4

DEVELOPMENT

Introduction

As for the farmer or the gardener, in training the development stage is critical. The farmer details how many of each type of vegetable or flower to plant, lays out the plot, and propagates seedlings. At this stage the instructional technologist defines instructor and student activities. Instructional or guidance materials are developed and the results are reviewed for accuracy and effectiveness. The task performance, objectives, entry behaviors, learning activity, and test systems produced in the design phase form the basis for development.

Media and Methods Development Scheme

The designer's selection of media and methods to support ISD guidance solutions was based on consideration of Tracey's criteria:

1. Suitability for students based on maturity, interests and abilities.
2. Suitability for the situation and planned media, methods, and activities.

3. Congruity and balance among the types of media used.

4. Possible contribution to the ISD process.

Printed or duplicated materials formed the basis for media selection based upon the ISD strategy and the factors outlined in Table 12. Diagrams and graphic options can demonstrate requirements without the cumbersome repetition of written instruction. The use of graphics cannot eliminate all written instruction, however.

The designer considered several options including: 1) reducing the pages of FAF written instruction; 2) simplifying the written instruction; and 3) using illustrations. The designer learned from Larry Coles, Associate Director Financial Aid Services (CEEB), that supplementary and explanatory material of the FAF is not prohibited. For legal and proprietary reasons, however, the materials must not conflict with the policies or procedures of CEEB, U.S. Department of Education, and Congressional Methodology for assessing financial aid eligibility. In addition, the media and methods had to be consistent with the ISD model and accompanying strategies.

For example, the twelfth task in Table 2 is "write calculations on corresponding worksheet blanks." Step three of Figure 4 requires the application of Table 7. Using Table 7 the designer determined that the content of task twelve corresponded to the three activities. Therefore, the

method for task twelve should be a PA in print media. The appropriate type of PA was determined by applying Figure 5 for the calculation/documentation range. The results are evidenced in Appendix H.

Figure 4 is a flow chart (PA) representation of the major steps in performance aid development. The PA method in print media was designed on the basis of data from the job or task analysis which indicated the specific steps or decisions required to perform the task. For each task identified, a number of characteristics were noted. Each of the tasks fell within the calculation/documentation range, detailed in Table 8. The appropriate methods for tasks in this range include checklist, form, worksheet, and models.

The tasks proved to be candidates for a PA. As is standard practice, alternative forms or formats of the PA were designed. For example, draft PAs were developed in decision table, flowchart, reference card, and chart formats. The strengths and weaknesses of the different formats were identified. The checklist format was chosen and a prototype was developed and pilot tested with a small number of students.

Figure 4

Flowchart of PA Development

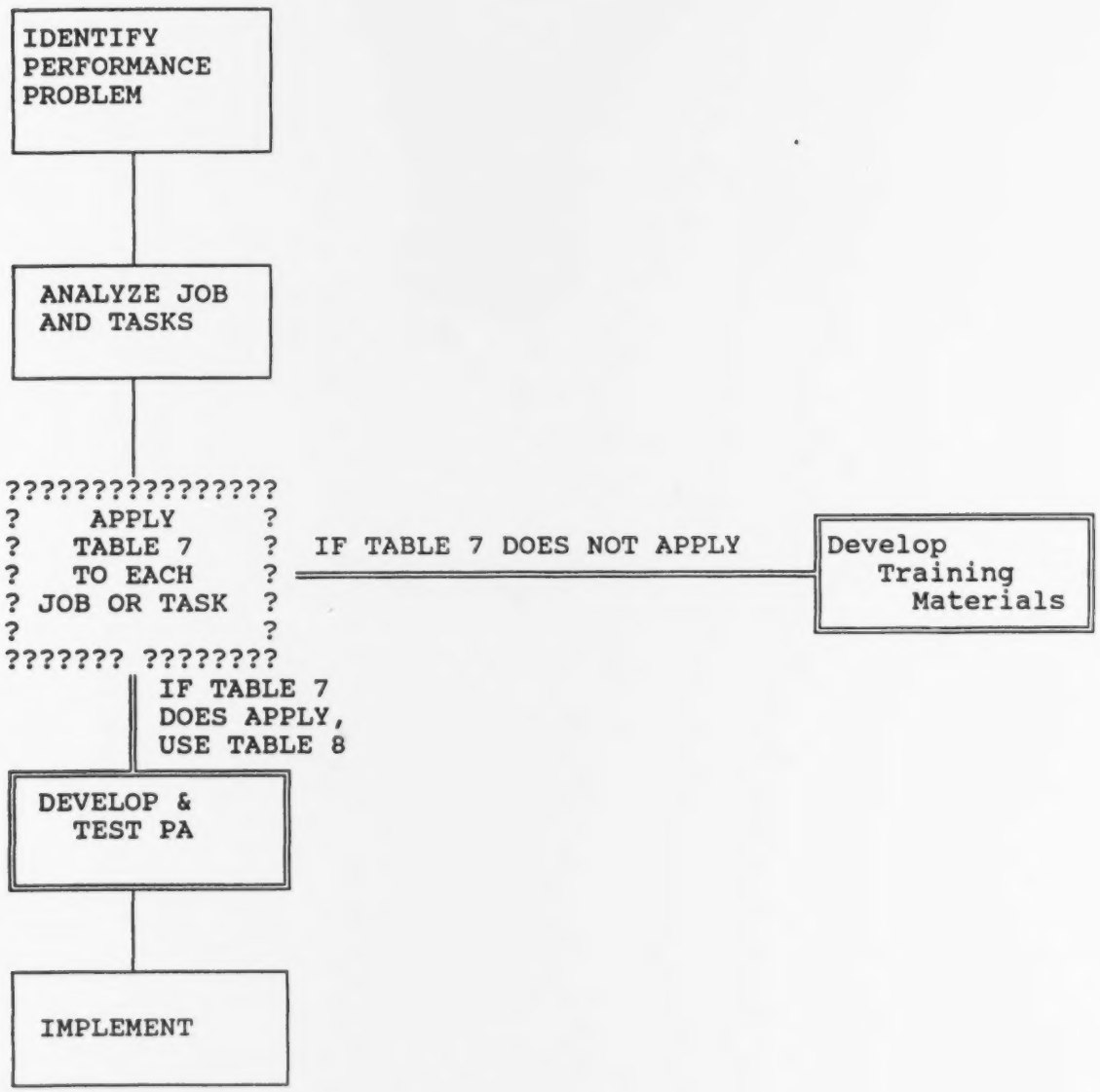

IDENTIFY PERFORMANCE PROBLEM
ANALYZE JOB AND TASKS
APPLY TABLE 7 TO EACH JOB OR TASK
IF TABLE 7 DOES NOT APPLY
Develop Training Materials
IF TABLE 7 DOES APPLY, USE TABLE 8
DEVELOP & TEST PA
IMPLEMENT

Table 8

Step-by-Step List For Determining PA Options

TASK/ELEMENT RANGES	METHOD OR MATERIAL OPTIONS
Action sequences	Step-by-step list Linear flowchart Models
Decision-making	Decision chart or table Decision flowchart Judgment chart or table Models
Calculation/documentation	Checklist Form Worksheet Models

Requirements for PA acceptance and utilization, based on Kearsley, are demonstrated in Table 9. If the PA is not easy to use and available the performer will not use it. Similarly, the user must understand how the PA is intended to help and when or how it should or should not be used. The PA must work in all, or nearly all, the situations it was designed for; otherwise, it will not be trusted and used. Finally, the PA must be up-to-date or it will loose its credibility and usefulness.

Table 9

Requirements for PA Acceptance and Utilization

1. convenient
2. simple
3. functional
4. dependable
5. up-to-date

Media and Method Development

The designer used the job aid developmental guide described by Lineberry and Bullock to develop the guidance materials. The first consideration was the performance description, see Table 2. Subsequently decisions were made with respect to:

1. The appropriateness and feasibility of guidance of the task or its steps with a performance aid;
2. The nature and scope of the support needed for effective, efficient use of the performance aid; and
3. The design of the performance aid--its content, delivery mode, format(s), accompanying explanatory information, and how its use will be initiated or triggered.

Generally, PA development parallels that typically used for systematic development of instruction. Development of PAs may occur in two different contexts -- either as part of an overall instructional or training development process, or as part of the development of job performance methods.

The method described in this project is solely a performance aid. The instructions exist within the FAF. The "events of instruction" were planned with different characteristics from the methods that actually include instructors and instruction.

Detailed in Table 10, application of the events of instruction described by Gagne and Briggs (1979) were incorporated. Events five and six are crucial because the method is a PA and the media is print. They provided a major means of eliciting the performance, demonstrating that the guidance will be helpful, and the user's competence to do so.

At all times the FAF remains the sole mechanism for applying for financial aid. The PA is not a substitute for the FAF. Its purpose is narrowly focused, useful for the 1988-89 form only, and offered as a performance aid. This narrow focus results because the PA has no "existence" of its own. It is dependent upon the FAF and is provided to assist the target population complete the detailed instructions contained therein.

Table 10

Instructional Events and Comparable PA Development

Instructional Event	PA Development Response
1. Gaining attention	• Incorporation of questions to prompt the objective for money to complete college.
2. Informing users of the objective; activating motivation	• Stated in writing along with the nature of the performance expected. • Examples for users of how to complete the FAF by breaking down a massive and intimidating task into its components. • Provides planning techniques for managing complex tasks.
3. Stimulating recall of prerequisites or prior knowledge	• Questions and examples to generate recall of present information, and skills. • Specific citations of the FAF information.
4. Presenting the stimulus material	• Presented examples of the concepts and rules applicable to completing the FAF. • Presented information in propositional form informing users they will be able to proceed at their own pace.

Table 10 (part 2)

Instructional Events and Comparable PA Development

Instructional Event	PA Development Response
5. Eliciting the performance	• Users directed to apply rule or concept to an example.
	• FAF correlates are provided.
	• Users directed to indicate choices of action in simulated situations.
6. Providing guidance	• Provide prompts, hints, and novel solutions.
	• Checklist and step-by-step outline provided within the PA.
7. Providing feedback	• Problem solving provides feedback to the students.
	• Self-assessment of ability confirmed by the checklist.
8. Assessing performance	• Problem solving and self-assessment confirmed by checklist.
9. Enhancing retention and transfer	• Provided examples and exercises for practice.
	• Examples are referenced to selected FAF sections.

Development Process

Attention and Prerequisite Recall Questions. The designer initially developed a questionnaire to prompt the user to

indicate the importance of college education. The format was a "yes" or "no" response format. The format also used a self-scoring mechanism which would graphically indicate need for financial assistance in order to complete college.

The intent of the questions was to stimulate recall of information, and mathematics skills. The attention and recall questionnaire was incorporated into the PA as shown in Appendix I, items 1-6 on pages 171-173.

Sample PA. The designer designed and developed the PA to demonstrate what the PA should accomplish. It clarifies the general nature of the performance expected vis-a-vis the FAF. The PA demonstrates the basic components of the FAF, and suggests planning techniques for managing the complex tasks, items 7-13 and pages 174-178.

The PA also presents the stimulus material through examples of the concepts and rules applicable to completing the FAF. It also presents information in propositional form, items 1, 6, and pages 171 and 173.

Further, the sample PA elicits the desired performance. Users were asked to indicate choices of action in simulation of FAF performance activities. Using comparable representations from the FAF, users were asked to apply rule or concept.

Providing guidance. The PA also presents prompts, hints, and novel solutions to a perplexing and complex problem which the user has already demonstrated is important to

them, pages 181-184. Where possible, the designer followed the advice of Gliner, as reported by Sayre (1988), and used humor to augment receptivity to the PA and its use. Humor can add new perspectives and power to guidance materials and presentations. The essential qualities of humor were included in the PA to diffuse hostility, relieve tension, and bypass defenses, pages 170, 179, 181-184. The PA checklist for completing the FAF was edited for greater clarity. Larger type was used. These two changes added more pages. This also increased the white space.

Media Plan

In theory, the steps of presenting the PA as media are:

1. Attention and prerequisite recall questionnaire.
2. Sample PA
3. PA
4. Post-use questionnaire

It became apparent that the use of a job aid is itself a performance. The designer was appropriately concerned about the design of the PA -- its general and specific functions. While the PA was an ideal solution to a novel and complex performance problem, the use of a PA could present additional performance problems for the target audience. The answers to two questions were considered:

- When should the PA be used and how could the designer ensure that it will be used?

- If the designer desired to ensure that the PA is used, what can ensure that the performer will use it?

Fortunately, Lineberry and Bullock provided some useful suggestions which were incorporated into the project, and detailed in Table 11.

Table 11

Suggestions for Triggering the Use of the PA

1. Remind or signal use.
2. Make PA conveniently available to prevent interference with the accomplishment of the task.
3. Require documentation via form, worksheet, or checklist to enable the user to identify the task/sub-task/PA used.
4. Provide a comprehensive guidance system which accustoms the performers to use the system as they attempt the task/sub-task.
5. Provide a PA directory when a variety of PAs are used.

Promoting Consistent Use of the PA

Use of a PA is influenced by the same factors as other media: the extent to which they affect efficient performance of a task. Unless the design of the PA accommodates the nature of the performance consistent use is unlikely.

Table 12 is a list of the suggestions from Lineberry and Bullock with regard to text or print PAs. The format of printed material for the project PA was determined according to the guidelines in Table 7.

Table 12

Factors That Can Affect Consistency In Use Of PAs

Print Only

1. Packaging (delivery mode).
   - Handbooks or manuals
     - binding
     - easel mount
     - tabbing
   - pads of forms/worksheets
   - reusable modes
   - cards/posters
   - labels/plates

2. Feedback regarding quality of outputs or products are likely to contribute positively to consistent use, accuracy, and completeness.

3. Support and encouragement by manager, supervisors or counselors can be a critical ingredient of the consistent use of PAs.

Media and Method Review

The designer consulted with SMEs, Dr. August Spector and Larry Coles, in the areas of job aid development and financial aid. Concerns regarding the development of the PA and the PA as methods employed for guidance and evaluation were explored with these specialists. Dr. Spector concurred that the use of a PA was appropriate for this project. He also acknowledged that the FAF could be considered as instructional material. Further, the PA, as delineated for this project is an appropriate media and method supplement. He drew a comparison of this project to one designed for the Nuclear Regulatory Commission for supervisors "performing administrative and personnel management duties." Within that document, Desk Aid, the references to other documents for official guidance and listing of specific sources occur throughout the document. "All users should note, however, that the Desk Aid is not a substitute for official guidance...provided in the NRC Manual, the Collective Bargaining Agreement...and other statements of policy..." This pattern was followed in the development of the PA and confirmed, as within acceptable CEEB boundaries, by Mr. Coles.

The designer performed an editing review to ensure that all parts of the PA were presented and formed a complete product responsive to the design plans. The designer corrected misspellings as well as grammar, style, and

punctuation of the PA to confirm its accuracy. In addition, PCStyle and RightWRITER assessments were made for reading grade level, strength of delivery and the use of jargon. Particular attention was given to the use of the active voice for purposes of contributing to comprehension of and use of the PA.

Materials for Evaluation Produced

The PA was evaluated throughout its development based upon the Kirkpatrick theory and the Bullock model. Evaluation materials for one-on-one tryouts were produced. Following the tryout, materials for the pilot tests were constructed including a checklist. Subsequently a subject-matter expert evaluation of the PA was also prepared.

Summary

The PA materials were developed based on the theories of subject matter experts Kearsley, Lineberry and Bullock, and the assistance Spector and Coles. The optimum amount of reinforcement was presented. Appropriate events of instruction were used for developing the PA. The materials were reviewed and edited to optimize their effectiveness. The designer also produced sets of evaluation materials for one-on-one, pilot testing, and expert review.

CHAPTER 5

IMPLEMENTATION

Introduction

While appearing effortless, magical, and without benefit of systems, the farmer's harvest is a display of beautiful and delicious flowers and vegetables. Like nectar or manna these gifts appear and are consumed. Consuming friends compare them with previous crops. Listen to stories of "just how difficult it was" and beg for the opportunity to taste next year's crop. The implementation of ISD solutions must also appear as nectar from the gods. The ISD designer must appear as an all-knowing and nectar producing divine being. The designer's ability to divine the solution to previously defined performance problems is evidenced in the implementation phase.

The designer used the appropriate theories and techniques throughout the development of the PA. All processes and materials were evaluated (1) development drafts, (2) one-on-one, (3) subject-matter review by experts on the FAF and PA development, (4) implementation and performance evaluation, and (5) summative evaluation by subject-matter experts in financial aid.

Materials Reproduced

The designer produced three versions of the PA. Copies were produced for the one-on-one trials, implementation, and as a result of summative evaluations. Using the formative evaluation data, the designer revised the PA. Findings were incorporated into the second version, Appendix J. The second version was reproduced and used for the implementation. The third version, Appendix L, incorporates the findings from the implementation and summative evaluations of the second version.

PA Delivery

The first version was utilized during the one-on-one format. It was also reviewed by FAF and PA subject matter experts. The second version was used during implementation of the project.

One-on-one. Two students, with ninth grade reading levels, and who met the other entry-level behaviors, participated in the one-on-one trials. Each student was given the PA, Appendix I, and asked to respond to it by completing the sample problems, crossing out items that were confusing, and indicating any questions. The results of this assessment confirmed the design, method, and media of the proposed ISD solution.

Confirmations.

1) The reading level of the PA was below eight grade (7.35).

2) The math level of the PA was grade level 13.

Concerns.

1) Comprehensive directions for use of the PA.

2) Layout of the division problems, items 9 and 12.

3) References to the comparable sections of the FAF.

Subject Expert Review.

Subject-matter experts in financial aid requirements and performance aid design reviewed the first version of the PA. Their concerns included:

FAF

Caution or disclaimer statement regarding the official status of the FAF, and the supplementary status of the PA.

PA

1) Use of "dummy data" along with a self-assessment answer sheet for the mathematical tasks, instead of each student using actual data.

2) Inclusion of a checklist for grouped and sequenced tasks with references to parallel FAF sections.

The self-assessment and the checklist serve four purposes: 1) assessment of the PA's effectiveness by the designer; 2) facilitate performance evaluation; 3) as reinforcement and "answer sheet" (immediate feedback) for

students; and 4) as guidance for the key performer (parents) and the auxiliary performer (student) during the completion of the FAF. The second version of the PA, including the self-assessment and the checklist, is provided in Appendix I.

Implementation. Five target audience associates were provided with the PA, Appendix J. Using the sample figures, all the students were able to calculate the computation tasks with 100% accuracy. The comments regarding the suggestion list and the checklist were positive. One student insisted on taking that portion of the PA with him.

Summative Evaluation. The second version of the PA was provided to financial aid subject-matter experts. Their confirmations and considerations were gathered using the evaluation instrument Appendix K. Findings were incorporated into the final version, Appendix L, and the process is detailed in Chapter 6.

Data Collection

The one-on-one trials, implementation evaluations, and expert review responses were recorded on appropriate forms. The subject-matter expert evaluations were also recorded on audio tape. The purpose of the data collected was to identify reaction, comfort, and use of PA, and gather recommendations for changes. Through observation,

evaluation, and anecdotal reports the PA proved an appropriate and useful tool in accomplishing a complex task.

This project had a specific time deadline for submission of the FAF. The completed FAF had to be filed with CSS for evaluation and submission on August 15, 1988, one month before the first day of classes at NYIT.

Summary

The purpose of this project was to facilitate the accomplishment of a specific and required task, identified as beyond the reading comprehension and mathematical capabilities of the performer. The designer implemented the design. Using accepted and appropriate methods she produced the concomitant media. The PA was designed to provide pre-performance and performance preparation guidance; to provide self-assessment of the skills and knowledge; and to clarify the general nature of the performance required to complete the FAF. These objectives were accomplished.

CHAPTER 6

EVALUATION

Introduction

After planning, planting, and cultivating the farmer harvests the crop. There are times when the vegetables are bright colored and have enough moisture. Neither waterlogged nor dehydrated, the brilliant colors and fragrances signal the brain's cues for salivation. Farmers constantly evaluate their produce and relate how and why the crop is either great or ghastly.

It is the function of evaluation to detail and document the reasons for success or complications. Phillips (1987) suggests that evaluation, results-oriented training and bottom line contributions are the hottest issue in Human Resources Development (HRD). In recent years, the trend toward accountability continues to be a focal investment. His cautions regarding the responsibility for evaluation and appropriate measures were observed by the designer.

This chapter details the evaluative procedures used to assess the effectiveness of the PA. The ideal product is a result of careful analysis, design, development, implementation, and contains the revisions which resulted from the application of both evaluation procedures.

Formative and Summative Evaluation

Dick and Carey (1985) chronicle the developmental research of formative evaluation. Untested materials were identified as a major contributing factor to unsuccessful training. The concept of product testing was applied to instructional materials. Whatever the skill of the instructor or the motivation of the student, the accomplishment of learning objectives requires accurate analysis and effective and efficient instruction.

Gagne and Briggs (1974) specify the three basic steps of formative evaluation. Their orientation is clinical and includes one-to-one, small-group, and field testing. Bullock (1978) prescribes three steps for systematic PA development: (1) developmental tryout with a focus on content and or format; (2) field trials or validation tests of validity and acceptance; and (3) follow-up evaluations with emphasis on worth and transfer.

A results-oriented approach to HRD is dependent upon a determination of effectiveness. Kirkpatrick (1987) identified four logical and measurable steps in summative evaluation: reaction, learning, behavior, and results.

The common thread among these four perspectives is the diagnostic thrust. The objective of evaluation is to identify problems and their causes. Such a step is no less important for a PA. The effectiveness and efficiency of a PAs ability to assist the user in accomplishing the desired

performance must be tested. If PAs are used in conjunction with instruction, they must be evaluated separately and collectively with the instructional materials.

For the purposes of this project and because of the exclusive use of PAs, the designer chose the Bullock systematic development process. His process had the greatest applicability to the project PA and comprised all the steps of the Gagne and Briggs, Dick and Carey, and Kirkpatrick theories.

Target population students were unavailable and the designer substituted two students whose reading level average was ninth grade. The developmental tryout was conducted in two phases. The literacy or reading and comprehension levels required to complete the FAF were determined. Assessments of document and quantitative literacy were also conducted. The FAF levels are from .4 to 4.1 grade levels higher than that of a college freshman.

In addition, the target students' reading and comprehension levels were assessed as being two to four grade levels below college freshman. Therefore, the readability level of the FAF was as much as 8.1 grade levels above the present target audience performance. This calculation does not include the document and quantitative literacy levels, which increase the gaps tremendously. The test population had the same reading average, but no experience in the college setting or with completing the

FAF. The students had previously received instruction in completing the income tax "long form" in math classes. A major concern in the one-on-one trials was whether or not the reading and math literacy levels of the PA were understood by students at the ninth grade level.

The designer conducted one-on-one trials. Each participant was given the current FAF and the designer asked the student "what help do you need to complete this form?" Their answers were "get someone else (MOM) to do it." In answer to "what are the biggest problems with the FAF?" they responded that the form has "thousand of words" and "you need a magnifying glass to read it."

The first version of the PA was distributed and the students were asked to respond in any way they desired. The designer asked the testers to cross out the items that were confusing. The designer noted all the suggestions of the students. Upon consultation with SMEs in performance aid development and ISD methods the designed revised the PA. The following adjustments were made.

1) Included directions for use of the PA.

2) Revised layout of division problems, items 9 and 12.

3) Included specific references to the comparable sections of the FAF.

4) Displayed caution or disclaimer statement regarding the official status of the FAF, and the supplementary status of the PA.

5) Substituted "dummy data" for the student's own data.

6) Included a self-assessment answer sheet for mathematical computations.

7) Added a checklist for the grouped and sequenced tasks with references to parallel FAF sections.

As previously detailed, in Chapter 3, the printed matter of the PA had to first withstand a readability level of 9.0 (ninth grade). This was accomplished using the PCStyle and RightWRITER assessments. This early draft of the PA was reviewed by students during the one-on-one trials to identify literacy problems in the format or content.

Implementation. As described in Chapter 5, 100% accuracy in the completion of the exercises was accomplished by the students. It should be remembered that the key performers (parents) are unavailable and actual performance takes place elsewhere.

If a PA is unacceptable, its use is doubtful. Acceptance is generally evaluated by obtaining reports from end users, administrators, and instructors, if they are used in connection with training or instruction. Specific suggestions gained through interviews and or questionnaires are the most useful data. During the implementation the validity of the mathematical tasks and self-assessment portions of the PA were demonstrated.

Follow-up evaluations. This factor is comparable to the results step of the Kirkpatrick model. Subsequent SME evaluation confirmed the validity of the "master plan" and the accompanying lists. The Director and a financial aid representative for NYIT and an expert in the federal, state, and CSS assessed the appropriateness of the PA for the target audience and the proficiency of performance aid regarding the performance objectives. The PA was designed to provide pre-performance and performance preparation guidance; to provide self-assessment of the skills and knowledge; and to clarify the general nature of the performance required to complete the FAF. The implementation and the evaluation thereto validated the accomplishment of these objectives.

In addition, (1) The designer conducted appropriate forecasts and evaluations of worth. The return on investment (ROI) formula assesses the resulting benefits of improved performance. Expressed in monetary terms, the value is divided by the costs of the development and implementation of the ISD solution. There are at least four monetary ROI dimensions of the FAF PA:

1. return to the individual student in increased aid;

2. reduction in remedial actions by reps to accomplish accuracy and completeness of FAFs;

3. probable increase in the number of students counselled or increase in the extent of counselling for financial aid; and

4. reduction of processing delays for students and the college. An additional bonus could result from a reduction of the processing delays, because students and NYIT would receive concrete data regarding revenue generation for budgeting in a timely manner. The formula is expressed in Figure 5.

Figure 5

Formulae for Calculating Return on Investment

$$\text{WORTH} = \frac{\text{VALUE (revenue from increased accuracy \& submissions)}}{\text{COSTS (of PA development and implementation)}}$$

$$\text{WORTH} = \frac{\text{VALUE (reduced costs from decreased processing)}}{\text{COSTS (of PA development and implementation)}}$$

There are other worth factors which assess the benefits based upon non-financial criteria. According to Lineberry and Bullock, this still requires the application of a dollar value to the benefits. If the subject knows how or has sufficient direction to accomplish the task, it is reasonable to project that the reps would be able to attend to other matters or handle more people. To the extent that the auxiliary performer can adequately perform the task or assist the key performer, salary dollars can be geared toward other activities or students.

Swanson and Gradous have developed forecasting theories and PAs to conduct performance value analysis. They contend that value analysis requires four pieces of information:

1. Measurable units of work performance.

2. Time determined existing and target performance levels.

3. Dollars and cents value of work performance units.

4. Performance value calculations based upon the number of units multiplied by their value.

ROI is also a forecasting method for making choices between ISD options. ROI considerations were important in

deciding to use a PA as the ISD method for this project. It was the least costly:

1) in terms of development time;

2) savings in salary for formal instruction or training;

3) loss of time;

4) development costs associated with previous formal training events with the target group;

5) cost to the user; and

6) the limited time frame of usefulness of the FAF and thus the PA.

Swanson and Gradous address the nonfinancial criteria for ROI using the six criteria applied in the design phase appropriateness, availability, quality, effectiveness, cost, and financial benefit. All six criteria are not used for every training decision nor is each criterion weighed equally. As previously reported, the issues of content, method, presenter, and location of performance were also taken into consideration. The availability question was severely curtailed by logistics. Dates, time of day, locations, and complexity of the task were considered. As outlined in the design phase, the PA method was selected because it was the best option to meet the performance need, within the specified time frame, and appropriateness to the target audience.

Transfer

As detailed in Chapter 3, the concept of learning transfer applies only when the criterion-referenced objectives contain learning objectives. This project focused solely on performance objectives which required cognitive recall and the use of guidance materials for a predetermined task. The PA was not designed to accommodate the concept of transfer of learning. They were designed to accomplish the application of the skills and knowledge recalled and the decoded information to assisting their parents in the actual completion of the FAF.

An assessment of the appropriateness of the "Master Code" and the records list to elicit the desired and prescribed performance are detailed in Appendix K. In summary, the experts revealed the following.

1. The Master Plan to Break FAF Code (MASTER PLAN) is an accurate representation of the tasks, elements, materials, and procedures necessary to complete the FAF.
2. The suggestions for completing the FAF are appropriate, accurate, and engaging.
3. Students with 9th grade literacy levels who following the MASTER PLAN and the suggestions in the PA will be able to complete the FAF.

4. Following the MASTER PLAN and the suggestions in the PA will not interfere with the completion of the FAF.

Summary

We discussed the components of formative and summative evaluation and the findings for this project. The ISD model requires testing the product for effectiveness, identifying problems and making appropriate changes. The farmer judges the produce based upon the final product and the cost and benefits of the procedures utilized to bring it to harvest. The designer also examined the interrelationship between ROI in the selection of methodology and the determination of formative and summative evaluation.

The deviations from standard practice, as they relate to the particular ISD solution and the reality surrounding its delivery, were also detailed. Valuing performance is a challenge. After performance value has been established and applied to HRD considerations, cost analysis can then follow appropriately. Applied to ISD, the purpose of evaluation is to improve performance and increase earnings. For those student who benefit from using the PA their earnings will certainly increase in the short term, if not in the long run. Short terms earnings increase would result due to an increase in the amount of tuition assistance they receive. To the extent they are eligible, this will increase their

capital for expenses and decrease out-of-pocket contributions. Questions on return-on-investment regarding because of the ratio of their post matriculation salaries to the amount of money they borrowed in the form of school loans remain. It still remains that college graduates make more money than their high school graduate peers.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

Introduction

Recently, I saw a button that contained a unique definition of experience. "EXPERIENCE is what you get when you don't get want you thought you were going to get." The following paragraphs summarize the designer's real world experience with regard to this project. The suggestions and recommendations are provided to encourage continued attention to the subject matter.

Methods and Procedures Used

The format used in developing the performance activities was the Interservice Model of Instructional System Development (ISD). The ISD model was chosen because it is the established and most effective method for performance based training. The five components are: analysis, design, development, implementation, and evaluation.

Analysis

The designer conducted a needs assessment to determine performance discrepancies via questionnaire and interviews. A NYIT target population and a list of performance discrepancies were identified.

The designer adapted the Functional Job Analysis (FJA) model, analyzed the target population and identified requirements in knowledge and skills to complete the FAF.

The assumptions and limitations identified in the analysis phase indicated that group instruction was not an option. A review of professional literature and a survey of existing courses was conducted to identify alternate instructional options and to identify existing courses. Gantt and PERT planning were applied to the ISD model to chart the overall development of the project.

Design

The designer collected and analyzed data to identify, define, classify, and code the tasks and competencies required to perform the task. After sequencing the objectives, the designer analyzed and tested ISD methods and media options.

The methodology chosen for this project was performance aids. It was chosen because of the high level of congruency as a method of guidance for dispersed performers in the areas of convenience, simplicity, functionality, dependability, and currency. The gap between the literacy level of the performers and that required to accomplish the task and return on investment were major factors in the subsequent reduction of the project scope. The plan was to develop and supply a PA to assist students in properly preparing to accomplish the task.

Development

The PA was developed using Gagne's guidelines and the suggestions of Lineberry and Bullock and Kearsley. Readability indexes and reviews were used to ensure that the PA was within literacy specifications.

Implementation

The materials were produced and tested. The final version of the materials proved effective.

Evaluation

Evaluations of materials were designed as prescribed by Kirpatrick using the Bullock model. One-on-one, SME review, implementation, and summative reviews were conducted.

Conclusions

Extensive and consistent support of a project of this scope is vital to its success. The problem and the pervasiveness of the gap between expectation and the reality for students and parents attempting to complete the FAF is unconscionable. It presented unyielding challenges for the designer. The designer expected to encounter problems and support. During this project they always seemed to come from an unexpected source. Major personnel changes at crucial steps in the ISD process, created some difficulties. While the designer experienced problems in the classic arenas: intervention, resources, understanding, expectation, and commitment, they were not insurmountable.

Recommendations

1. If the designer were able to continue this project she would take the following steps:

   a) arrange for a pre-test of participants and a control group, the pretest consisting of "blind" copies of previously submitted FAF and amount of financial aid received

   b) conduct try-outs with participants

   c) field test PAs in simulated completion of FAF

   d) use control group in field test using simulated FAF data without the PAs

   e) use results of field test to revise PAs

   f) code FAFs distributed to participants and control group

   g) evaluate, with reps, performance of participants and control group using "blind" copies of completed FAF

   h) review amounts of financial aid received by control and participant groups and against findings in item "a" above

   i) conduct small group review with students and parents

   j) revise PAs accordingly

2. If the designer were able to expand this project she would work with the sources that determine the expectations and

content of the task. If application for financial aid is mandatory, then all available means must be applied to move it from being a deterrent to becoming an encouragement. Specific recommendations for improving the FAF include:

a. use larger type and better text layout
b. use simpler sentences
c. separate instructions and worksheets from FAF
d. provide glossary of terms
e. include table of contents and index
f. provide a single list of all required records and information
g. reduce the literacy levels required to complete the form
h. sequence instructions
i. chunk the information and calculations
j. furnish relevant examples
k. use intra-organizers

3. If the designer were able to expand this project she would encourage the NYIT Financial Aid Office to provide more reps to assist students and parents in completing the form. Contentions that the task is easy have been dispelled. The designer would also encourage the Financial Aid Office to conduct a demonstration project and provide instructional seminars for students and parents. In addition, I recommend the provision of

appropriate training in completing the FAF for students with lower literacy levels. This training would be limited to:

a. explain the value of completing the FAF
b. use context and familiarity
c. provide relevant practice with feedback
d. provide memory or reference, (the PAs in this project)

4. If the designer is able to continue this project she will 1) consult with the appropriate persons and agencies identified in items two and three above to assist in and 2) coordinate the implementation of those recommendations.

5. If the designer continues this project, without the realization of recommendations two through four above, she will design materials to accomplish the recommendations.

Concluding Statement

The designer acknowledges a penchant for becoming involved in major issues. Despite her intentions to the contrary, this project exceeded her general inclination. At the same time it has renewed her interest in adult literacy.

In addition, the designer has become aware of the tremendous possibility and use of performance aids. Instructional technologists will be increasingly challenged to meet the needs of employees working for companies with an underdeveloped appraisal of the ISD model, are less literate, work from their homes, and are more diverse than any workforce before this time.

How will industry manage these segments of the workforce? How will training support both the demands of the company and the needs of a diverse and off-site group of employees? How does the ISD model operate in less than ideal situations? How will the ISD model facilitate or frustrate the development of PAs as appropriate training materials and mechanisms for the year 2000? What will be the status for manual PAs in a computerized world?

In conclusion, receiving financial aid to pursue a college education is not a luxury. A college education is not the norm, though it has become the expectation. A significant gap exists between what we desire and require as the norm and what we experience as reality. Colleges benefit from the student's receipt of financial aid, whether the student matriculates or not. The country benefits from the ROI in financial aid. People who attain college education do not require expenditures for remedial social and economic programs and they increase tax revenues. It would be well to remember, "Whatsoever you soweth, so shall ye also reap."

APPENDIX A

Needs Assessment Inventory

NYIT STUDENT SERVICES
TRAINING NEEDS PROFILE
Bernadette J. Felton-Sanders

_____
Name and Title of person completing form

_____
Target Population

BJFS:2/88

ORGANIZATIONAL TRAINING-NEEDS PROFILE

I. **ORGANIZATIONAL MISSION STATEMENT**
   A.
   B.
   C.

II. **UNITS AND SUBUNITS**--Define the role of your unit or subunit in carrying out mission.

   A.
   1. Objectives:
      (a)
      (b)
      (c)
   2. Functions:
      (a)
      (b)
      (c)

   B.
   1. Objectives:
      (a)
      (b)
      (c)
   2. Functions:
      (a)
      (b)
      (c)

   C.
   1. Objectives:
      (a)
      (b)
      (c)
   2. Functions:
      (a)
      (b)
      (c)

III. **CONSTRAINTS**--Factors inhibiting accomplishment of goals.

IV. **TRAINING-NEEDS SUMMARY**--List of target population training needs.

   --List current programs and attach selected materials

V. **DATA SOURCES**

A. Records and report data
   1. **Student records**
      a. Turnover
      b. Safety records
      c. Absenteeism and illness
      d. Complaints and grievances
      e. Disciplinary action

   2. **Matriculation reports**
      a. Incompletes
      b. Quality of assignments
      c. Time management

B. Interview and/or questionnaire data
   1. Morale and interest data -- questionnaire and interviews with students, counselors and professors.

   2. Interviews and observations
      a. _____ Counselor:
         (1) What areas in your group's mission performance need most improvement?

         (2) How would you characterize the performance of the students/target group under your management/guidance?

         (3) What should the students/target group be able to perform better than they do at present? Why?

         (4) What are the effects on mission or objectives accomplishment?

         (5) What are the major constraints that inhibit mission accomplishment?

         (6) What do you consider the student/target population's major needs now and in the future?

         (7) Can you specify problems that can be alleviated by training and/or education?

         (8) What functions do the student/target population have most difficulty accomplishing?

(9) In what way might training aid in overcoming these problems?

b. Instructors/Professors:

(1) What are the functions or areas of performance in which your students need most to improve?

(2) Which of these might be improved by additional training?

(3) Which of these are most important to you in getting your job done?

(4) Are there any of these functions/performance(s) on which you experience pressure?

(5) What would you like or other members of the staff to be able to do that is not now being done?

(6) Have you made a task analysis of your students to identify training needs?
If so, what major needs did it indicate?

(7) What are you doing to help students improve?

What else needs to be done?

c. Students:

(1) What part of obtaining your education gives you the most difficulty?

(2) What demands are made on you that you wish you were more capable of fulfilling?

(3) What is being done to help you in improving your performance?

(4) What additional training do you think would help you meet the demands made on you?

(5) In what ways are you generally satisfied with your education?

d. Students: FINANCIAL AID

(1) What is your experience in obtaining financial aid?

(2) What part(s) of obtaining financial aid gives you the most difficulty?

(3) Which steps in the financial aid process do you wish you were more capable of fulfilling?

(4) What is being done, by NYIT and you, to help you in completing the financial aid form and improving your chances of obtaining aid?

NYIT

YOU

(5) What additional assistance do you think would help you in completing the forms?

(6) What additional assistance do you want to help you in obtaining additional financial aid?

C. Observations -- (During interviews and visits to various parts of the organization, notes should be kept of your observations of activities in the organization. They might include the following.)

1. Communication failures (Are there different stories in different parts of the organization?).

2. Interpersonal conflicts

3. Complaints

4. Evidence of lack of concern about work

5. Supervisory effectiveness

6. Lack of sense of purpose

7. Failure to understand mission and/or objectives

8. Lack of interest or attention to work

9. Poor management practices

APPENDIX B

Needs Assessment Results

NYIT STUDENT SERVICES
TRAINING NEEDS PROFILE RESULTS
Bernadette J. Felton-Sanders

Number of persons interviewed or completing form 9

Descriptions: staff 6

students 3

PLEASE NOTE: Comments in closed quotes are a verbatim transfer of written comments.

Comments with initial single quote indicates a verbal response

BJFS:2/88

ORGANIZATIONAL TRAINING-NEEDS PROFILE

I. **ORGANIZATIONAL MISSION STATEMENT**
see Appendix C for a synthesis of official statements

"I can't fill this out because I don't know financial aid needs"

II. **UNITS AND SUBUNITS**--Define the role of your unit or subunit in carrying out mission.

see Appendix C for a syntheses of official statements

"I think you should give tentative stuff here, for OK and or changes -- otherwise too much of the work left to me and staff"

III. **CONSTRAINTS**--Factors inhibiting accomplishment of goals. (The following list is not ascribed to individual staff respondents for the purposes of anonymity)

a. 'Open admissions practice overloads service capacity
b. 'Students receive advisement for admissions without financial aid advise
c. '200 students on probation per semester. Counseling must be handled by 1 full time and one part time person. Counseling includes exit interviews for every graduate. Late registrations complicates process. Counseling is forced or people wait until they are in crisis. Many are not oriented to seeking counseling and it is viewed as a luxury by people for whom survival is a major issue.
d. 'Physical layout and lack of space, privacy, and time or sufficient staff affect personal and financial aid counseling.

IV. **TRAINING-NEEDS SUMMARY**--List of target population training needs.
. 'good study skills

- 'how to take tests
- 'reading anxiety
- 'how to read
- 'handling stress -- school, personal, work
- 'safe sex practices
- 'motivation
- 'handling hostile people for staff and students
- 'time management
- 'follow through
- 'prioritizing
- 'self-esteem
- 'behavior modification
- 'following instructions
- 'morale - combatting inertia
- 'values clarification and how choices affect outcome
- 'simplify regulations

--List current programs and attach selected materials

- 'sit down and go over form with them
- 'there are some things available in high school
- 'there are videos we could buy
- Designer's note: Student Services provides seminars on current issues and needs. Recent offering include: directory of services, assistance for the learning disabled, Getting Your Act Together, Self Hypnosis, Let's Talk About...Substance Abuser, Family & Friends, Do You Study or Memorize?, Let's Talk About...Safe Sex!, TAP Talk, Stress Management, Lunch n' Learn Series

V. DATA SOURCES

A. Records and report data
   1. Student records
   2. Matriculation reports

"Coordination of information among departments is very poor or non-existent"

B. Interview and/or questionnaire data

1. Morale and interest data -- questionnaire and interviews with students, counselors and professors.

2. Interviews and observations

a. _____ Counselor:

(1) What areas in your group's mission performance need most improvement?

'Need high school people better trained so that students are helped in high school setting

'Quadruple space, time and staff

'Not unless they take reps home and they sit with them doing step-by-step how you do it

"Helping students meet responsibilities - a) keep appointments, b) fill out forms on schedule"

(2) How would you characterize the performance of the students/target group under your management/guidance?

"Low academic skills, very underdeveloped reading and writing skills, prefer to relate to young people"

(3) What should the students/target group be able to perform better than they do at present?

"Anything to do with succeeding in an academic institution"

Why?

"Families didn't go to college"

(4) What are the effects on mission or objectives accomplishment?

"Can't answer don't know mission"

(5) What are the major constraints that inhibit mission accomplishment?

(6) What do you consider the student/target population's major needs now and in the future?

"Strategies in institutions - time management and responsibility"

(7) Can you specify problems that can be alleviated by training and/or education?

"a) how to do specific tasks, b) why important to do them"

'Has been tried many times and in many ways must include parents

'How to prepare to fill out the form. Outcome is only as accurate as information provided. A one dollar error can eliminate eligibility. Filling out the form should take 15 minutes, getting ready takes two hours

(8) What functions do the student/target population have most difficulty accomplishing?

"Reading, writing, keeping appointments"

(9) In what way might training aid in overcoming these problems?

"Could schedule drop-in time for video tapes. Could break down tasks to manageable components"

(10) OTHER (this category was added to provide for inclusion of the following comments)

'Need high school people better trained so that students are helped in high school setting

'We can't do anything more than we are unless we go home with them and sit with them doing it for them step-by-step.

'They need to fill out an income tax form if they didn't and most of them can't do that

'Very rare not to get parents' cooperation but they still can't fill out the form

'A problem for needy students...the responsibility of high school counselors...on Long Island the financial aid form gets filled out

'It is not the responsibility of financial aid to help students complete the form, our job is to process the paperwork off the desk whether it is complete or not. In both cases the task is to get the paperwork off the desk

'Students with lower academic standing are required to take the Basic English Course many pass the course and fail the exit exam. This situation creates anger which results in withdrawal

'Open admissions policy makes promises but the institution is not prepared to help the student overcome deficits -- results in taking money under false pretenses

'College is seen as a way to get out of a vicious cycle. Yet many students are not meant to be in college, their failure academically and financial aid repayment adds an

additional layer to the vicious cycle. Many need a preparatory or trade school

'There are 2,600 undergraduates receiving financial aid. Financial aid reps are processing four times the amount of paper work over the previous year. There is less time available to provide instruction and assistance

'I don't know why they don't fill out the FAF. It's designed for a sixth grader and is no more difficult than the IRS forms

'These students have so many deficits, that the FAF just presents one more chance to fail

'Other colleges seen to have a higher ratio of reps to students. I guess it's because they want to ensure that the student and the school benefits from the student's ability to get the most financial aid possible

b. Instructors/Professors:

(1) What are the functions or areas of performance in which your students need most to improve?

" a) following directions, b) time management, c) sustaining effort, d) academic skills"

(2) Which of these might be improved by additional training?

"a, b, c, and d" [above in b(1)]

(3) Which of these are most important to you in getting your job done?

"a, b, c, and d" [above in b(1)]

(4) Are there any of these functions/performance(s) on which you experience pressure?

"a, b, c, and d" [above in b(1)]

(5) What would you like or other members of the staff to be able to do that is not now being done?

"a) in advising students, to understand more about how financial aid requirements affect academic status; b) communicate more frequently"

(6) Have you made a task analysis of your students to identify training needs?

If so, what major needs did it indicate?

"All vocabulary and writing skills need improvement"

(7) What are you doing to help students improve?

"Give very structured assignments - write out directions, do assignment in stages, point system for getting work in on time"

What else needs to be done?

"I need an assistant to help with small-group work"

c. Students:

(1) What part of obtaining your education gives you the most difficulty?

"Lectures and no notes"

"English, writing letters"

"Studying"

(2) What demands are made on you that you wish you were more capable of fulfilling?

"The demand to pick sense and key points out of what the professor is say"

"More consoling"

"Home work"

(3) What is being done to help you in improving your performance?

"HEOP is helping me to advance, by assigning different people to work with me"

"Getting a lot of studying during my free time"

"More self improvement in study habits"

(4) What additional training do you think would help you meet the demands made on you?

"At the moment I think enough is being done, and I am satisfied"

"Getting a lot of help"

"More help from professors"

(5) In what ways are you generally satisfied with your education?

"To know when ever I have a problem with anything academically, there is someone on campus to help me"

"Yes, I am"

"When I can do thing on my own"

c. Students: FINANCIAL AID

(1) What is your experience in obtaining financial aid?

"I have had good experience in obtaining financial aid"

"I really don't know"

"Very good I got lot of help"

(2) What part(s) of obtaining financial aid gives you the most difficulty?

"Having to deal with some of the hilarious questions"

"Nothing really"

"None"

(3) Which steps in the financial aid process do you wish you were more capable of fulfilling?

"Filling out the financial aid papers"

"The computers"

"None"

(4) What is being done, by NYIT and you, to help you in completing the financial aid form and improving your chances of obtaining aid?

NYIT

"A counselor is asign to help you check the papers"

"Helping me look over it, when I am done."

"Tell you what is the right way to do it before you waste your time"

YOU

"I ask my sister to help me when I am stock"

"Getting done"

"Right Income"

(5) What additional assistance do you think would help you in completing the forms?

"Step by step procedure on income level"

"No one."

"People in Financial Aid are very good in what they do"

(6) What additional assistance do you want to help you in obtaining additional financial aid?

"A listing of all financial aid forms."

"More income would be helpful."

no response

APPENDIX C

NYIT Goals and Training Requirements

NYIT GOALS & TRAINING REQUIREMENTS

1. The organization's mission and goals:
   The proposed instructional unit is being developed for the Counseling Office of Student Services and the Financial Aid Office of the Metropolitan Center of the New York Institute of Technology, whose mission and goals are as follows:

   a. Student Services --
   Coordination and supervision of all academic aspects of student environment.
   Through the efforts of a professional staff, provide access to academic and personal counseling, career planning and placement, financial aid, housing, and athletics.
   Provide opportunities for extracurricular activities in a wide choice of social, cultural and intellectual pursuits on campus and throughout the community.

   b. Student Services - Counseling --
   Provide free and confidential counseling assistance to students in their academic, vocational, personal and social lives.
   Provide referral to other services when specialized assistance is needed.
   Counseling contacts ar designed for the purpose of assisting students in developmental tasks, financial and academic responsibility, and orientation toward self-motivation.

   c. Financial Aid Office --
   Offer a variety of financial aid to qualified and deserving students.
   Provide financial aid programs through scholarships, grants-in-aid, loans, and employment drawn from college funds and state and federal funds.
   Confer awards designed to recognize scholastic achievement, financial need, character and promise of the applicant, competence in a particular field, or distinctive contributions to the college or the community.
   Furnish assistance to students who seek to understand programs, complete applications, or who need general information.

NYIT Catalog 1987/88

2. "Official" organizational view of the roles and the function of a program/curriculum developer.

   As a state chartered and accredited academic institution, curriculum development is determined by accreditation organizations, professional societies, industry requirements, and academic departments. Innovative learning-teaching formats, applicable to modern students, are developed through educational research. In addition, the Counseling Office provides workshops and special programs relevant to students' needs (e.g., development of academic skills, personal growth, sensitivity training, text anxiety desensitization, interpersonal skill building, and peer support groups).

APPENDIX D

Target Population Job Description

TARGET POPULATION JOB DESCRIPTION: Undergraduate College Student

LOCATION AND GENERAL WORKING CONDITIONS: The College Student attends undergraduate classes at the Metropolitan Center of New York Institute of Technology located at 1855 Broadway at 61st Street, New York, NY, at assigned days and hours.

JOB FUNCTIONS AND RELATIONSHIPS: A college students seeks to achieve academic success and must function under the instruction of course instructors and curricula requirements. Interaction with other students for the accomplishment of coursework and extracurricular activities is encouraged. NYIT staff is available to assist students in adjusting to collegiate life.

GENERAL DUTIES:

(1) According to course requirements, complete course assignments in order to meet the educational and matriculation goals.
(2) Accept responsibility for knowledge of all rules and regulations of the college. Student status is contingent upon compliance with rules and regulations.
(3) Participate in student activities for personal development, advancement of academic endeavors and enjoyment.
(4) Attend each class session on a regular and punctual basis.
(5) Maintain academic standards commensurate with ability.

CONTINGENT RESPONSIBILITIES:

Promote the educational program and services of the college to potential students.

JOB TASKS:

With parents or guardians complete appropriate forms for admission, financial aid, and registration.

Pursue course requirements through the timely and thorough completion of assignments.

Identify activities to enhance social, cultural and intellectual pursuits on campus and throughout the community.

ATTITUDES/TEMPERAMENTS ESSENTIAL AND IMPORTANT FOR SUCCESS:

Accepts responsibility for the direction of activities.

Assumes responsibility for the control of activities.

Directs the planning of activities.

Determines ideas or facts in terms of personal opinion.

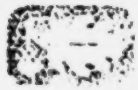
DESCRIPTION OF SOME MODEL WORKERS THAT HOLD THAT TITLE AND RESULTING MODEL BEHAVIORS:

Operates with internal sense of competence.

Works with enthusiasm and objectivity.

APPENDIX E

New York State Student Aid Financial Aid Form
for the 1988-89 Academic Year



The College Board
45 Columbus Avenue, New York, New York 10023-6917
(212) 713-8000

College Scholarship Service

December 28, 1988

Ms. Bernadette Felton-Sanders
10-26K Richman Plaza
New York, NY 10453-6511

Dear Ms. Felton-Sanders:

Pursuant to our recent conversation and your letter of December 27, permission is granted for you to reproduce the 1988-89 New York State Financial Aid Form for submission with your Master's Thesis Project. As I explained to you, the FAF is a registered trademark of the College Board and credit and acknowledgments must be given for its use.

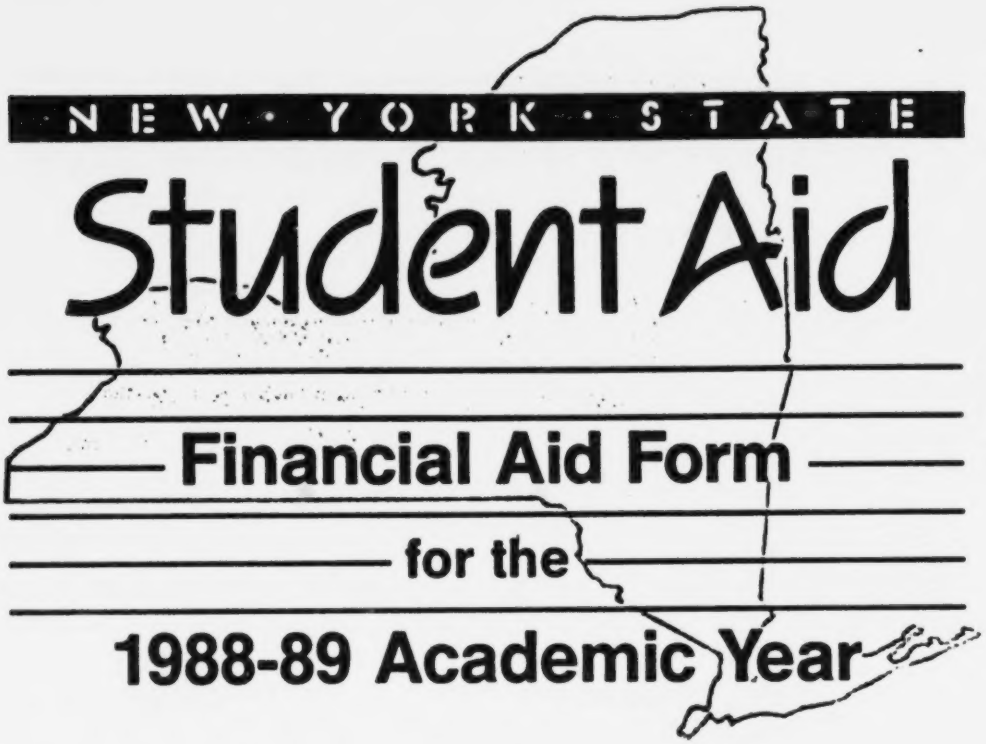
Good luck on your Master's project.

Larry Coles

Larry

Associate Director
Financial Aid Services

A nonprofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity



Use the FAF to request payment for:

NEW YORK STATE PROGRAMS

Tuition Assistance Program (TAP)
Supplemental Tuition Assistance Program (STAP)
Regents College Scholarships
Regents Nursing Scholarships
Regents Health Care Scholarships in Medicine and Dentistry
Regents Professional Opportunity Scholarships
Regents Scholarships in Medicine, Dentistry, Optometry, and Veterinary Medicine
Vietnam Veterans Tuition Awards (VVTA)
Child of Veteran Awards
Child of Deceased Police Officer—Firefighter—Correction Officer Awards
Empire State Challenger Scholarships and Fellowships for Teachers
Empire State Scholarships of Excellence

FEDERAL PROGRAMS

Pell Grants **NYS Guaranteed Student Loans (GSL)** Supplemental Loans for Students (SLS) Campus-based aid programs

NEW YORK STATE HIGHER EDUCATION SERVICES CORPORATION ALBANY, NY
Mario M. Cuomo, Governor of New York Dolores E. Cross, President of HESC

1. You may use the Financial Aid Form (FAF) to request payment under the various scholarship and grant programs offered by New York State and administered by the Higher Education Services Corporation (HESC). If you use the FAF to request payment under the New York State programs listed above, you do not need to submit a Student Payment Application, as you may have done in previous years. CSS will forward information from the FAF to HESC for processing as an application for payment. You will be notified when HESC receives and processes your information. If you are applying only for a New York State Scholarship or TAP Award, you may use the free HESC Student Payment Application. It is available from your high school counselor or college financial aid administrator.

2. Included on the following three pages are instructions for completing Sections O and Q of the FAF which relate specifically to information required by HESC to process awards under New York State programs. If you are requesting payment of a TAP award, you must complete the items, in both sections, that are applicable to your circumstances. If you are only requesting payment of a scholarship or other non-need-based award, you need only enter your college in Section O–question 92, check "Yes" in Section O–question 93b, and sign the Certification statement following Section Q.

General Information

Eligibility for New York State scholarships and grants is limited to legal residents of New York State who are attending colleges and other postsecondary institutions located in New York State. If you are not a legal resident of New York State, or if you are a resident who will be attending college outside New York State, you are not eligible for a New York State Grant or Scholarship, and need not complete Section Q.

About TAP

The Tuition Assistance Program (TAP) is a grant program based upon need that provides financial aid to full-time New York State students attending New York schools. A TAP award is not a loan and does not have to be repaid. TAP awards for the 1988-89 academic year are based upon 1987 New York State taxable income for yourself, your spouse (if married), and your parents (if you are a dependent student.)

Instructions for Completing Sections N, O, and Q of the Financial Aid Form (FAF)

Section N

90a. Check the correct box if you wish to be considered for a GSL and/or SLS. Answering this question does not require you to borrow money. It simply means that you are willing to be considered for a loan.

b. If you want a loan and know the amount you wish to borrow, write in that amount. If you are not sure, leave this question blank.

c. Check "Yes" if you currently have a student loan that is guaranteed by New York State (NYHEAC or NYSHESC).

91e.-91l. Follow the instructions on the form. For question 91e, give the number code from below:

1 = Freshman	6 = First year graduate/professional
2 = Sophomore	7 = Second year graduate/professional
3 = Junior	8 = Third year graduate/professional
4 = Senior	9 = Beyond third year graduate/professional
5 = Fifth year undergraduate	0 = Correspondence

Section O

92. HESC will process your application for payment at the first institution listed.

93b. Release of Information—By indicating "Yes," you authorize CSS to forward information from this FAF to HESC as application for payment under New York State student financial aid programs. You also authorize HESC to verify the incomes reported with the NYS Department of Taxation and Finance. If you indicate "No," CSS will not forward information from this FAF to HESC.

Note: To qualify as a New York resident for student financial aid from New York State you must (1) currently reside in New York State and be an undergraduate and have lived in New York State for the last two terms of high school; or (2) have resided in New York State for at least 12 months immediately preceding the first term for which you are seeking aid and have established domicile (permanent residence) in New York State; or (3) have been a resident when you entered military service, VISTA, or the Peace Corps and have re-established New York State residency within 6 months after release from such service.

If you are financially dependent upon your parents and neither of them is a New York State resident, you are not eligible to receive aid under the New York State student financial aid programs.

If you do not meet any of the above criteria for New York State residency, you should indicate "No" even if you claim New York State residency in question 7 of Section A.

Section Q

96. Check all terms you will be attending and for which you are requesting payment during the 1988-89 school year.

97. Financial Independence—For purposes of New York State student financial aid programs, this term refers only to whether the income of the student's parents must be used in the calculation of the TAP award. The conditions of financial independence described below are established in New York State law and regulation and differ from those used by other aid programs, such as Pell Grants and public assistance.

If you are 35 years of age or older as of June 30, 1988, you are considered to be financially independent. Skip this question and go on to the instructions for question 98.

Basic Conditions. These conditions are established in New York State law and apply to all students who are under the age of 35 on June 30, 1988. If you are under the age of 22 as of June 30, 1988, you must also meet the **special conditions** described below. Complete the questions below and follow the instructions given.

- Did you or will you live in an apartment, house, or building owned or leased by your parents for more than six weeks during:
  1987? Yes ☐ No ☐
  1988? Yes ☐ No ☐
  1989? Yes ☐ No ☐
  You must answer "Yes" even if you paid rent to your parents
- Were you or will you be claimed as a dependent on your parents' federal or state income tax return for:
  1987? Yes ☐ No ☐
  1988? Yes ☐ No ☐
- Did you or will you receive gifts, loans, or other financial assistance worth more than $750 from your parents during:
  1987? Yes ☐ No ☐
  1988? Yes ☐ No ☐
  1989? Yes ☐ No ☐

If you checked "Yes" to any of the above questions, you must check box "1" in question 97. If you checked "No" to all questions and are 22 years of age or older, check box "2" in question 97. If you checked "No" to all questions and are under 22 years of age, review the **special conditions** of financial independence before marking a box.

Special Conditions. The **special conditions** apply to students who are under 22 years of age as of June 30, 1988. These conditions must be documented on a Financial Independence Supplement which will be sent to you by HESC. The **special conditions** are:

- Your parents are either deceased, totally and permanently disabled, or have been declared incompetent by judicial action.
- You are a ward of the court. Ward of the court does not include status as an inmate.
- You are receiving public assistance. Public assistance does not include food stamps, unemployment insurance, or aid as a dependent child under the Aid to Families with Dependent Children (AFDC) program.
- You have been rendered financially independent due to the involuntary dissolution of your family, resulting in relinquishment of your parents' responsibility and control.

(continued on inside back cover)

New York State

FAF®

FINANCIAL AID FORM

COLLEGE SCHOLARSHIP SERVICE
THE COLLEGE BOARD

School Year 1988-89

Important—Read carefully before completing this form.

You may use this form to apply for student financial aid under federal, state, institutional, and private financial aid programs. If you are applying only for federal student financial aid under the Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, College Work-Study, and Perkins Loan programs, you may use the free "Application for Federal Student Aid." It is available from your high school counselor or college financial aid office. However, some state agencies and postsecondary institutions may require additional information which they need for awarding nonfederal aid and which is not included on the free Application for Federal Student Aid. If you wish to apply for other aid, as well as federal aid, you should check with your high school counselor, college financial aid office, or state scholarship agency as to which form to file. If you use this form in applying for student financial aid, you are considered to be applying for student financial aid under state, institutional, and private programs. During 1987-88, about 60 percent of all applicants for student assistance filed this form or a similar one, while 40 percent filed the free federal application.

WARNING: It is important that you fill out this form accurately, even though it may be difficult and time-consuming. **COMPLETING THE FORM INCORRECTLY WILL CAUSE YOU SERIOUS PROBLEMS.** Your college or the U S Department of Education can check the accuracy of the information on this form through a process called verification. If you are selected for verification, you will not receive any federal student aid until you have provided U S income tax returns, the worksheets in this booklet, and other proof that your information is correct. In short, if you don't complete the FAF accurately, it will take a lot longer to get your financial aid.

If you are selected for verification and you don't provide these records, you will not get your money. If you get federal student aid based on incorrect information, you will have to pay it back; you may also have to pay fines and fees. If you purposely give false or misleading information on your form, you may be subject to a fine of $10,000, receive a prison sentence, or both.

What is the Financial Aid Form?

The Financial Aid Form (FAF) is a form that you fill out if you want to apply for financial aid for the school year 1988-89 from:

- Colleges where you are thinking of going after high school or where you now go
- State scholarship and grant programs
- Federal student financial aid programs

The information you give on the FAF is confidential. (See statement under Privacy Act on the last page of the instructions.)

After you complete the FAF, send it with the correct fee to the College Scholarship Service (CSS). The CSS will analyze it and send the information to the colleges and programs that you list or authorize on your FAF. Each college or program then decides whether you will get financial aid and how much aid you will get. **CSS doesn't award financial aid.**

How do I apply for student financial aid from:

- ***Colleges?***
  Check with the colleges you want to attend to see if they need your FAF information. If so, list them in question 92. Some colleges may require you to fill out other forms as well.
- ***State scholarship and grant programs?***
  If you wish to apply to your state scholarship and grant program, check the special box in question 93.
- ***Federal student financial aid programs?***
  You apply for federal student financial aid programs by checking "Yes" in question 94. You'll find more information in this booklet.

How much does it cost to send FAF information to colleges and state scholarship and grant programs?

It costs $7.50 for the first college and $5.50 for each other college you list in question 92. If you are applying to your state scholarship and grant program, add $2.50 to the fee. Don't send cash. Make your check or money order out to the College Scholarship Service.

The correct processing fee must be sent with your FAF. If it is not, your FAF will be returned to you unprocessed. Don't send the processing fee separately from your FAF. It also will be returned.

When should I fill out the FAF?

Fill out, sign, date, and mail the FAF (and the correct processing fee) after **January 1, 1988.** Any FAF received before January 1, 1988 will be returned to you unprocessed. If possible, you should send your FAF at least one month before the earliest deadline of the colleges and programs that you list in question 92. Remember that CSS can't establish or change deadlines. Colleges and programs establish them. At the very latest, CSS must receive your FAF by **May 1, 1988.**

What is my CSS "Estimated Contribution"?

The CSS estimates what you and your family can pay toward your costs for college. Remember that each college or program makes the final decision about how much you and your family can pay. Because of this, the amount that the college or program figures can be higher or lower than the CSS Preliminary Estimated Contribution.

The CSS will send you an Acknowledgment showing the information that was used to calculate your estimated contribution. If you need to correct any information that you send to CSS, please wait until you receive this report before making your corrections. There is a $5.50 charge for any changes you make.

Where do I send the FAF?

After you fill out the FAF, put it and the correct processing fee in the envelope that you'll find inside this booklet. Mail the envelope by **regular first class mail** to the correct address given below. (Special handling such as registered, certified, or express mail will delay processing of your form.)

If you live in:		If you live in:	
Alabama	AL	Alaska	AK
Canada	CN	Amer. Samoa	AS
Connecticut	CT	Arizona	AZ
Delaware	DE	Arkansas	AR
District of Columbia	DC	California	CA
Florida	FL	Colorado	CO
Georgia	GA	Federated States of Micronesia	FM
Indiana	IN	Guam	GU
Kentucky	KY	Hawaii	HI
Louisiana	LA	Idaho	ID
Maine	ME	Illinois	IL
Maryland	MD	Iowa	IA
Massachusetts	MA	Kansas	KS
Michigan	MI	Marshall Islands	MH
Mississippi	MS	Mexico	MX
New Hampshire	NH	Minnesota	MN
New Jersey	NJ	Missouri	MO
New York	NY	Montana	MT
North Carolina	NC	Nebraska	NE
Ohio	OH	Nevada	NV
Pennsylvania	PA	New Mexico	NM
Puerto Rico	PR	North Dakota	ND
Rhode Island	RI	Northern Mariana Is	MP
South Carolina	SC	Oklahoma	OK
Tennessee	TN	Oregon	OR
Vermont	VT	Palau	PW
Virgin Is	VI	South Dakota	SD
Virginia	VA	Texas	TX
West Virginia	WV	Utah	UT
Wisconsin	WI	Washington	WA
		Wyoming	WY

send your filled-out FAF to:

College Scholarship Service
CN 6344
Princeton, NJ 08541

send your filled-out FAF to:

College Scholarship Service
Box 24670
Oakland, CA 94623

If you live somewhere other than the places listed above, send your filled-out FAF to the CSS office in Princeton, NJ.

Will the CSS tell me when it has finished analyzing my FAF?

Yes. The CSS will send you an Acknowledgment after it has analyzed your FAF. **The Acknowledgment (showing the information given on the FAF and your "Estimated Contribution") will be sent to the student's mailing address given in question 2 of the FAF.** You should get your Acknowledgment about one month after you send your FAF to the CSS.

The Acknowledgment will list the colleges and programs to which your FAF was sent. If you list more than eight colleges to get your FAF information, the first Acknowledgment will list only the first eight. A second Acknowledgment which will list the additional colleges will be sent to you at a later date.

If you don't hear from the CSS within one month after you have filed the FAF, you can call the following toll-free number: 800-772-3537 (Alaska and Hawaii 800-558-5885). If all lines are busy, you can call 215-750-8400 to reach the Princeton, NJ office or 415-653-4242 to reach the Berkeley/Oakland, CA office. If you call the 215 or 415 area code numbers, there is a toll charge.

Normal business hours are 8:15 A.M.-4:00 P.M. for the Princeton Office (Eastern Time Zone) and the Berkeley/Oakland Office (Pacific Time Zone). The above numbers can be reached only during these periods.

What if I later want to send my FAF to another college or program?

The Acknowledgment form has a section that you can send to CSS if you later want your FAF to go to another college or program. The section is called the Additional College Request (ACR) form. The fee for the ACR is $7.50 for the first college or program you list and $5.50 for each additional one.

Note: Some colleges and programs may ask you to send a copy of your and/or your parents' income tax return to them. If so, send it directly to the college or program. If you don't give the income tax information that is asked for, you may not receive aid. **Don't send income tax or W-2 forms with your FAF to the CSS, as they normally will not be kept or sent to colleges and programs.**

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FEDERAL STUDENT FINANCIAL AID PROGRAMS

You can use this form as the first step in applying for student financial aid from five student assistance programs offered by the U.S. Department of Education (U.S.E.D). More than 8,300 colleges and other institutions take part in one or more of the federal programs. Some colleges, however, do not take part in all of the programs.

If you are directed to complete the green and white areas of the form, and your parents' and your (and your spouse's) combined adjusted gross incomes (or earnings if you and your parents will not file a 1987 tax return) were $15,000 or less in 1987, and neither you nor your parents will file a U.S. Income Tax Form 1040 in 1987, OR if you are directed to complete the gray and white areas of the form, and your (and your spouse's) adjusted gross incomes (or earnings if you and your spouse will not file a 1987 tax return) were $15,000 or less in 1987 and neither you nor your spouse will file a U.S. Income Tax Form 1040 in 1987, THEN you may be eligible to file the Application for Federal Student Aid, which has fewer questions for low-income students. However, virtually all state agencies and most colleges will require you to complete the FAF to be considered for state and institutional aid. Check with your college financial aid office if you are unsure of which form to complete.

What are the five federal student aid programs?

Pell Grants. Pell Grants are made by the Federal Government. A Pell Grant is not a loan, so you don't have to pay it back. To get a Pell Grant, you must go to college at least half-time and be an undergraduate who doesn't already have a bachelor's degree.

Supplemental Educational Opportunity Grants (SEOG). An SEOG is a grant made through your school's financial aid office. To get an SEOG, you must be an undergraduate who doesn't already have a bachelor's degree. Usually, you must be going to college at least half-time. However, a college can award SEOGs to a limited number of students who are going to college less than half-time.

College Work-Study (CWS). A CWS job helps you to earn money to pay for college expenses for either undergraduate or graduate study. Usually, you must be going to college at least half-time. However, a college can award CWS jobs to a limited number of students who are going to college less than half-time.

Perkins Loans (formerly National Direct Student Loans). Perkins Loans are low-interest loans made by a college to both undergraduate and graduate students. You must repay this money. Some schools award a few Perkins Loans to students who are going to college less than half-time.

Guaranteed Student Loans (GSL). A GSL is a low-interest loan made to you by a lender such as a bank, credit union, or savings and loan association. These loans are for both undergraduate and graduate students who are going to college at least half-time. You must repay this money.

Who can get aid from these federal student financial aid programs?

To receive student financial aid from these federal programs, you must:

- Be a U.S. citizen or an eligible noncitizen.
- Be registered with Selective Service if you are a man who is at least 18 years old and born after December 31, 1959, unless you are not required to be registered. Compliance with the registration requirement will be verified by the Federal Government. The names of those students whose status cannot be verified will be referred to the U.S. Department of Justice for possible prosecution.
- Have financial need. The U.S.E.D. and your college will use the information you put on this form to determine your need.
- Attend a college that takes part in one or more of the programs.
- Be enrolled at least half-time (except for SEOG, CWS, and Perkins Loans).
- Be working toward a degree or certificate.
- Be making satisfactory academic progress.
- Not be in default on any loan or owe a refund on any grant made under Title IV of the Higher Education Act of 1965, as amended, at any institution.

How do I get aid from these federal student financial aid programs?

Fill out the FAF, check "Yes" to question 94, and send it to the CSS with the correct fee. **Your form must be received by May 1, 1989, but not before January 1, 1988. The sooner you send it in, the better.** The CSS will send your information to the U.S.E.D.

Within four to six weeks after you mail in this form, the U.S.E.D. will send you a *Student Aid Report* (SAR). On the SAR will be either a request for further information or a number called a *Student Aid Index* (SAI) and a Family Contribution (FC). A formula established by law is used to figure these numbers. The SAI helps decide whether you can get a Pell Grant and, if so, how much.

If you don't get a SAR within four to six weeks, or if you need another copy of your SAR, write to: Federal Student Aid Programs, P.O. Box 4185, Iowa City, Iowa 52244. Give your name, address, social security number, and date of birth, and ask for a copy of your **1988-89** SAR. If your address has changed since you sent in your FAF, be sure to give your old and new addresses. Be sure to sign your letter.

What is my Family Contribution (FC)?

The FC is a number that helps your financial aid administrator determine whether you may be able to get a SEOG, CWS, Perkins Loan, and/or GSL. The financial aid administrator at your school will use this number to determine the amount of your SEOG, CWS, Perkins Loan, and/or GSL.

What if my situation changes?

Questions 50, 51-52 (green area), and 53-54 (gray area) ask you to make projections for the coming year. If your answers to these questions change, wait until you receive your SAR and then see your financial aid administrator.

The income and expense information that you give must be accurate and must match what is or will be on your 1987 income tax forms. However, if your financial situation has recently changed, contact your financial aid administrator.

Where can I get additional information?

Write to Federal Student Aid Programs, Department K-8, Pueblo, CO 81009 and ask for a copy of *The Student Guide: Five Federal Financial Aid Programs, 1988-89*.

INSTRUCTIONS

Read the instructions as you fill out this form. Most mistakes result from not reading the instructions. Mistakes will delay the processing of your form.

The instructions will usually answer questions that you have. If you need more help, contact a guidance counselor at your high school or the financial aid administrator at the college you plan to attend.

Although other people (besides the student who is applying for aid) may help fill out this form, the form is about the student. When the words "you" and "your" are used, they always mean the student. When the word "college" is used, it means a college, university, graduate or professional school, vocational or technical school, or any other school beyond high school.

When the words "student financial aid" are used, they mean money from educational loans, grants, and scholarships. They also mean earnings from College Work-Study Programs or other money you receive based on your financial aid administrator's determination of your financial need.

Records you will need

Get together these records for yourself and your family.

- 1987 U.S. income tax return (IRS Form 1040, 1040A, or 1040EZ)
- 1987 state and local income tax returns
- W-2 forms and other records of money earned in 1987
- Records of untaxed income, such as veterans, social security, AFDC or ADC, or welfare benefits
- Current bank statements
- Current mortgage information
- Records of medical and dental bills that were paid in 1987
- Business and farm records
- Records of stocks, bonds, and other investments

Keep these records. Your college may ask to see them to check the information you reported on this FAF.

Won't file a tax return. If you, your spouse, and/or your parents won't be filing a 1987 U.S. income tax return, you'll need to know how much income, if any, was earned in 1987. You may also need records showing the amount of income you reported on this form.

Tax return not completed yet. If you, your spouse, and/or your parents haven't completed a 1987 U.S. income tax return but will be filing one, **it is strongly recommended that you complete your tax return now, before completing this FAF.** Knowing what will be on your tax return will help you to fill out the FAF accurately. When your FAF is compared with the official 1987 IRS Form 1040, 1040A, or 1040EZ that is filed by you and your family, the financial information must agree except as noted in the **Important** note following the instructions for question 21. **If there are any errors, you will have to correct the information on your SAR and send it back to the U.S.E.D.** If this happens, it will take longer for the U.S.E.D. to figure your SAI and FC and determine whether you are eligible for federal student aid. It could mean a delay in getting student financial aid.

Foreign tax return. If you, your spouse, and/or your parents filed or will file a 1987 income tax return with a central government outside the United States, use the information from that return to fill out this form. Convert all figures to U.S. dollars. Use the exchange rate that is in effect today. If you, your spouse, and/or your parents also filed or will file an IRS Form 1040, 1040A, or 1040EZ, use information from both the U.S. income tax return and the foreign tax return to fill out this form.

Note: If you are a Native American, report the amount of income and assets over $2,000 per individual payment that you, your spouse, and/or your parents received in 1987 from the Per Capita Act or the Distribution of Judgment Funds Act. If $2,000 or less per individual payment was received from either of these acts, don't report it. Don't report funds received as an award under the Alaska Native Claims Settlement Act or the Maine Indian Claims Settlement Act.

When you fill out this form:

- Use a pen with black or dark ink; don't use a pencil. Print carefully, so that your form will be easy to read.
- Write in or check (✓) your answers only in the right response areas. Don't use asterisks or other symbols to mark your answers.
- Don't write in the margins of the form or outside of the answer boxes or areas. If you do write in the margins, etc., processing of your form will be delayed. Use Section P for explanations.
- Don't change, delete, or add to any part of the printed FAF.
- Round off figures to the nearest dollar. Don't include cents.

All students must fill in the white areas of the form. Also, fill in the green and/or gray areas as directed.

Section A—Student's Identification Information

Print in this Section information about the student who is applying for aid.

1. Write in your last name, first name, and middle initial. Print carefully.

2. Write in the address where you will be receiving mail. Mail (including the Acknowledgment) will be sent to this address. Don't use the address of the financial aid office or any other office at a school.

Use only the state abbreviations listed on the front cover. If your place of residence is not included, leave the state abbreviation blank and write in the name of your city and territory or country in the space for city.

3. Write in your social security number.

4. Write in your birth date. For example, if you were born July 5, 1969, write: 0 7 (Month) 0 5 (Day) 6 9 (Year)

5. Write in your area code and home telephone number.

6. Check the correct box, if you answer this question.

7a. Write in the two-letter abbreviation of your current state of legal residence from the state abbreviations on the front cover.

7b. Write in the month and year you started living in the state given in 7a.

Section B—Student's Other Information

8a. If you are a U.S. citizen (or a U.S. national), check box "1" and go to question 9.

Check box "2" if you are one of the following:

- U.S. permanent resident and you have an Alien Registration Receipt Card (I-151 or I-551)
- Other eligible noncitizen with a Departure Record (I-94) from the U.S. Immigration and Naturalization Service showing any one of the following designations: (a) "Refugee," or (b) "Asylum Granted," or (c) "Indefinite Parole" and/or "Humanitarian Parole," or (d) "Cuban-Haitian Entrant."
- Other eligible noncitizen with a temporary residency card (I-688) from the U.S. Immigration and Naturalization Service.

If you are a citizen of the Marshall Islands, Federated States of Micronesia, or Palau, see your financial aid administrator.

If you cannot check box "1" or "2," you must check box "3." If you are in the U.S. on only an F1 or F2 student visa, only a J1 or J2 exchange visitor visa, or only a G series visa (pertaining to international organizations), you must check box "3."

8b. If you are an eligible noncitizen (you checked box "2" in question 8a), write in your Alien Registration Number.

9. Check the box for your marital status as of today.

10. If you are now in high school, write in your high school six-digit code number. You can get the code from your high school counselor.

11. Check your enrollment status in college from July 1, 1988 to June 30, 1989. Check only one box.

12. Check your year in college from July 1, 1988 to June 30, 1989. Check only one box.

13. Write in the two-digit code that best describes your planned course of study. Use only the codes listed below.

01 Agriculture	12 Health Profession, Nursing	21 Psychology
02 Architecture		22 Religion, Theology
03 Biological Science	13 Home Economics	23 Social Science, Anthropology, Sociology
04 Business, Commerce, Computer Science	14 Law	
	15 Library Science	24 Trade and Vocational Training
05 Education, Teaching	16 Liberal Arts	
06 Engineering	17 Math, Statistics	25 Political Science, Government, History
07 English, Journalism	18 Military, Air, or Naval Service	
08 Fine and Applied Arts		26 Communication
09 Foreign Language, Literature	19 Philosophy	27 Continuing Education
10 Forestry, Environmental Science	20 Physical or Earth Science, Chemistry	28 Other/Undecided
11 Geography		

14. Write in the month and year you expect to complete the college degree or certificate that you will be working toward.

15. Check "No" if you don't have a bachelor's degree and you won't have one by July 1, 1988.

Check "Yes" if you already have a bachelor's degree or will have one by July 1, 1988. Also check "Yes" if you will have a degree from a university in another country that is equal to a bachelor's degree.

16a. Check the correct box.

16b. If you checked "Yes" to question 16a, list all the schools attended since graduation from high school. Check whether or not you have attended at least half-time and give the month and year for the period attended. Write in the CSS code number from the list at the back of this booklet. If the code number is not listed, leave it blank.

17a. If you have a driver's license, write in the first 19 letters and/or numbers. If you don't, leave this question and 17b blank.

17b. Write in the abbreviation of the state that issued your driver's license.

If you are divorced, separated, or widowed, answer questions 18 and 19 only about you, the student (not your spouse).

18. Check "Yes" if you (or your spouse) are classified as a dislocated worker by an appropriate state agency (such as the state employment service or job service) in accordance with Title III of the Job Training Partnership Act. Generally, "dislocated worker" means a person who has been:

- terminated or laid off,
- laid off as a result of permanent closure of a plant or other facility,
- self-employed (including farmers) but is now unemployed because of poor economic conditions in the community or a natural disaster.

If you checked "Yes," you (or your spouse) may be asked to document your status as a dislocated worker.

Check "No" if neither you nor your spouse is classified by the appropriate state agency as a dislocated worker.

19. Check "Yes" if you or your spouse meet all the following descriptions for a displaced homemaker:

- you (or your spouse) have not worked in the labor force for a substantial number of years (e.g., approximately five years or more) but have during those years worked in the home providing unpaid services for family members; and
- you (or your spouse) have been dependent on public assistance or on the income of another family member but are no longer receiving that income, or you (or your spouse) are receiving public assistance because of dependent children in the home, and
- you (or your spouse) are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment.

"Unemployed" means not working this week but being available for work and having made specific effort to get a job sometime during the last four weeks.

"Underemployed" means working part-time even though full-time employment is desired because work is slack or because only part-time work is available.

Check "No" if you and your spouse don't meet all the descriptions mentioned above.

Section C—Student's 1987 Income & Expenses

If you are married, include your spouse's information in Section C.

If the instructions tell you to skip a question, leave it blank. If your answer to any other question is "none" or "zero," put a zero in the answer space. Don't leave it blank or don't use dashes. For example: $ 0 .00

20. U.S. income tax figures for 1987

From a completed return. Check box "1" or "2" to indicate which IRS form was filed. Use this tax return to answer questions 21-24.

Estimated. Check box "3" or "4" if you (and your spouse) have not yet filed but will file a 1987 U.S. income tax return. Use your financial records to answer questions 21-24. For questions 21-24, you must write in the figures that will be on the tax return. Filling out a 1987 U.S. income tax return will help you answer these questions.

A tax return will not be filed. Check box "5" if you (and your spouse) will not file a 1987 U.S. income tax return. Don't answer questions 21-24. Skip to question 25.

21. Total number of exemptions for 1987.

Write in the number from Form 1040, line 6e, or 1040A, line 5e. If you use the 1040EZ and you entered a zero on line 6 of that form, write in "00." Otherwise, write in "01."

Important: When figuring your income and taxes, don't include any earnings or taxes paid on income from student financial aid programs that are based on financial need. Need-based student financial aid includes income from the College Work-Study Program and income from any other work program that you participated in based on your financial aid administrator's determination of financial need. If you had a job under a cooperative education program and you got it based on your college's determination of your financial need, don't include income from that job. If amounts that you copy from a U.S. income tax return include income or taxes paid on income from a need-based student financial aid program, **subtract** them before you write in those amounts.

If you are divorced, separated, or widowed and you filed (or will file) a joint tax return for 1987, give only your portion of the income and expenses asked for in questions 22-25. If you are married and you and your spouse filed separate tax returns for 1987, be sure to include both your and your spouse's income and expenses in questions 22-26, even if you were not married in 1987.

22. Income for 1987 from U.S. income tax return

If the U.S. income tax return for 1987 has been completed, write in the amount from Form 1040, line 30; 1040A, line 12; or 1040EZ, line 3. (**Note:** Don't include any income or capital gains from the sale of a business or farm if the sale resulted from a voluntary or involuntary foreclosure, forfeiture, involuntary liquidation, or bankruptcy.)

If the U.S. income tax return for 1987 has not been completed, it is strongly recommended that you complete one now.

Use the worksheet below only if you can't get a U.S. tax form.

Worksheet for question 22

Wages, salaries, tips, etc. (Don't include student financial aid.)	$	.00
Interest income	+	.00
Dividend income	+	.00
Other taxable income (alimony received, business and farm income, capital gains—see Note above, pensions, annuities, rents, unemployment compensation, social security, railroad retirement, and all other taxable income)	+	.00
Add all the numbers in the column above.	=	.00
Subtract IRS allowable adjustments to income (payments to IRA and Keogh plans, interest penalty for early withdrawal of savings, alimony paid)	−	.00
This is your answer for question 22 TOTAL	$	.00

23. U.S. income tax paid for 1987

Write in the amount from Form 1040, line 47; 1040A, line 20; or 1040EZ, line 9. Don't include any FICA, self-employment, or other taxes. Don't copy the amount of "federal income tax withheld" from a W-2 Form.

24. Itemized deductions for 1987

Write in the amount from Form 1040, Schedule A, line 26. If deductions were not itemized or if Form 1040A or 1040EZ was filed, write in "0." (Business or farm owner: Don't use amounts from Schedule C or F.)

25.& 26. Income earned from work in 1987

Write in the amount of income earned from work in 1987 by you in question 25 and by your spouse in question 26. Don't leave blank. Write in "0" if you or your spouse didn't have any earned income. Also write in "0" in question 26 if you are not married.

If you skipped questions 21-24 because you (and your spouse) did not and will not file a U.S. income tax return for 1987, include your (and your spouse's) earnings from work in 1987. Add up the earnings from your (and your spouse's) W-2 forms and any other earnings from work that are not included on the W-2.

If you answered questions 21-24, include the "wages, salaries, tips, etc." from your (and your spouse's) Form 1040, line 7; 1040A, line 6; or 1040EZ, line 1. If you and your spouse filed a joint return, report your and your spouse's earnings separately. If you (or your spouse) own a business or farm, also add in the amounts from Form 1040, lines 13 and 18.

27a.-27d. Untaxed income and benefits for 1987

27a. Social security benefits for 1987

Write in the amount of untaxed social security benefits (including Supplemental Security Income) that you (and your spouse) got in 1987. Don't include any benefits reported in question 22. Don't give monthly amounts; write in the total for the year. Include the amounts that you got for your children.

27b. Aid to Families with Dependent Children (AFDC or ADC) for 1987

Write in the total amount of benefits that you (and your spouse) got in 1987 from Aid to Families with Dependent Children. (These are usually called AFDC or ADC benefits.) Don't give monthly amounts; write in the total for the year. Don't report social security benefits here.

27c. Child support received for all children for 1987

Write in the amount of child support received for all children. Don't report monthly amounts; write in the total for the year.

27d. Other untaxed income and benefits for 1987

Add up your (and your spouse's) other untaxed income and benefits for 1987. Use the worksheet at upper right of this page.

28. Medical and dental expenses in 1987 not paid by insurance

Write in the amount of money that you (and your spouse) paid in 1987 for medical and dental expenses (include insurance premiums). Don't include amounts covered by insurance. If you (and your spouse) itemized deductions on your 1987 U.S. income tax return, write in the amount from Form 1040, Schedule A, line 2.

29a. Elementary, junior high, and high school tuition paid in 1987

Write in the amount of money that you (and your spouse) paid in 1987 for elementary, junior high, and high school tuition for your dependent children. (Tuition doesn't include room, board, books, transportation, etc.) Don't include tuition paid by scholarships. Also, don't include any tuition that you paid for yourself or any tuition for preschool or college.

Worksheet for question 27d

Amounts from IRS Tax Forms		
Credit for federal tax on special fuels from Form 1040, line 59	$	.00
Foreign income exclusion from Form 2555, line 39	+	.00
Deductible IRA/Keogh payments from Form 1040, lines 24a, 24b, and 26, or from Form 1040A, line 11c	+	.00
Earned income credits from Form 1040, line 56, or 1040A, line 21b	+	.00
Untaxed portions of pensions from Form 1040, line 16a minus 16b (excluding "rollovers")	+	.00
Tax-exempt interest income from Form 1040, line 9, or 1040A, line 7b	+	.00
Other Untaxed Income		
Other welfare benefits (except AFDC/ADC)	+	.00
Veterans noneducational benefits such as Death Pension and Dependency and Indemnity Compensation (DIC). Don't include educational benefits.	+	.00
Cash support or any money paid on the student's behalf	+	.00
Housing, food, and other living allowances, excluding rent subsidies for low-income housing, paid to members of the military, clergy, and others. Include cash payments and cash value of benefits.	+	.00
Workers Compensation	+	.00
Any other untaxed income and benefits such as Black Lung Benefits, Refugee Assistance, untaxed portions of railroad retirement benefits, Job Training Partnership Act noneducational benefits, etc.	+	.00
This is your answer for 27d. TOTAL	$	.00

Don't include:

- Social security benefits
- Any income reported elsewhere on the form
- Money from student financial aid
- Veterans benefits for education (GI Bill, Dependents Educational Assistance Program, VA Contributory Benefits, or VA Vocational Rehabilitation Program benefits)
- Gifts and support, other than money, received from friends or relatives
- Food stamps
- Money paid into tax-sheltered or deferred annuities or "rollover" pensions

29b. Write in the number of dependent children for whom the amount liste in 29a was paid in 1987. Don't include the student.

Section D—Student's Assets

If you are married, include your spouse's information in Section D.

Don't leave any of these questions blank. If a question doesn't apply to you write in "0."

You must give information about your (and your spouse's) assets in question 30-34. If you are divorced or separated and you have jointly owned assets, c If you and your spouse have assets owned jointly with someone else, give onl your (and your spouse's) portion of the assets and debts.

In questions 30-34, don't include:

- personal or consumer loans, or any debts that are not related t the assets listed
- the value of retirement plans (pension funds, annuities, IRAs Keogh plans, etc.)
- student financial aid

30. Cash, savings, and checking accounts

Write in the amount of money that is in cash, savings, and checkin accounts today.

31. Home

Write in how much the home is worth. Use the price you would plac on your home if it went on sale today. Don't use assessed, insured, c tax value. A "home" includes a house, mobile home, condominiun etc. Renters write in "0."

Then write in how much is owed on the home including the prese mortgage and related debts on the home. (Don't include interest due Check with the mortgage company if you don't know.

32. Other real estate and investments

Write in how much other real estate (including rental property, lan second or summer homes) and investments are worth today. Inves ments include trust funds, certificates of deposit, money market fund mutual funds, stocks, bonds, other securities, installment and lan sale contracts, commodities, precious and strategic metals, etc.

Then, write in how much is owed on the other real estate and inves ments.

33. Business and farm

Write in how much the business and farm are worth today. Include th value of land, buildings, machinery, equipment, livestock, inventorie

etc. Don't include the home in this question. (Home value and debt should be given in question 31.)

Then write in what is owed on the business and farm. Include only the present mortgage and related debts for which the business and farm are being used as collateral.

If you (and your spouse) are not the sole owners, write in only your (and your spouse's) share of the total business and farm value and debt.

34. Check "Yes" if any of the amount in question 33 includes a farm. Check "No" if none of the amount in question 33 includes a farm.

Section E—Student's Expected Veterans Benefits

35. & 36. Veterans educational benefits (for student only) per month

Write in the amount of veterans educational benefits that you will get per month from July 1, 1988 through June 30, 1989, and the number of months during this time that you will get those benefits. In question 35, write in what you will get from the "old" GI Bill (Chapter 34) and Dependents Educational Assistance Program (Chapter 35). In question 36, write in what you will get from the VA Contributory Benefits (VEAP) Program (include both the government's and the student's portions).

Don't include Death Pension, Dependency and Indemnity Compensation (DIC), or your spouse's GI Bill.

Section F—Student's (& Spouse's) Expected Income & Benefits

Questions 37-44 ask about income and benefits you (and your spouse) expect to get in 1988 and 1989. If you are divorced, separated, or widowed, don't include information for your spouse. Answer these questions as accurately as you can. If a question doesn't apply to you, or if you don't expect to get any income or benefits from that source, don't leave it blank or don't use dashes; write in "0."

37. Income earned from work by student in 1988

Write in the amount of income you expect to earn from work in 1988. Include wages, salaries, and tips. Don't include earnings from student financial aid, such as college work-study.

38. Income earned from work by spouse in 1988

Write in the amount of income that your spouse expects to earn from work in 1988. Include wages, salaries, and tips. Don't include earnings from student financial aid, such as college work-study.

39. Other taxable income for 1988

Write in the total amount of other taxable income that will be reported by you (and your spouse) on your 1988 IRS Form 1040, 1040A, or 1040EZ. Include interest and dividend income and any other income that will be taxed. Don't include any unemployment compensation or any income that you reported in 37 or 38.

40. Untaxed income and benefits for 1988

Write in the amount of untaxed income and benefits that you (and your spouse) expect to get in 1988. These are the same types of income and benefits that were asked for in questions 27a-27d.

41. Income earned from work by student in 1988-89

Write in the total amount of earnings from work that you expect to get during the 3-month summer of 1988 and the 9-month school year of 1988-89. Include wages, salaries, and tips. Don't include student financial aid, such as college work-study.

42. Income earned from work by spouse in 1988-89

Write in the total amount of earnings from work that your spouse expects to get during the 3-month summer of 1988 and the 9-month school year of 1988-89. Include wages, salaries, and tips. Don't include student financial aid, such as college work-study.

43. Other taxable income for 1988-89

Write in the total of other taxable income such as interest and dividend income and any other income that will be taxed that you (and your spouse) expect to get during the 3-month summer of 1988 and the 9-month school year of 1988-89. Don't include any income reported in questions 41 and 42.

44. Untaxed income and benefits for 1988-89

Write in the total amount of untaxed income and benefits that you (and your spouse) expect to get during the 3-month summer of 1988 and the 9-month school year of 1988-89. These are the same types of income and benefits asked for in questions 27a-27d.

Section G—Student's Status

Answer all of question 45. If you leave any question blank, it will be counted as "No."

45a. Check the correct box. See your answer to question 4.

45b. Check "Yes" if you are a veteran of active service in the U.S. Army, Navy, Air Force, Marines, or Coast Guard. Otherwise, check "No."

45c. Check "Yes" if both your parents are dead and you don't have an adoptive parent or a legal guardian or if you have been legally placed under the care of the court. (A legal guardian is a person whom the court has (a) appointed to be your legal guardian and this legal relationship will continue after June 30, 1989 and (b) directed to support you with his or her own financial resources.) Otherwise, check "No."

45d. Check "Yes" if you have any children who get more than half of their support from you. Also check "Yes" if other people live with you and get more than half of their support from you and will continue to receive that support during the 1988-89 school year. Don't include your spouse. Otherwise, check "No."

If you answered "Yes" to 45a or 45b or 45c or 45d, skip to Section H and fill in the gray and white areas. Don't answer 46, 47, 48, 49, or 50.

If you answered "No" to all of 45a, 45b, 45c, and 45d and you are:

- unmarried now (single, divorced, widowed, or separated) and will be an undergraduate student in 1988-89, go to 46 and follow the directions given. Don't answer 50.
- married now or will be a graduate/professional student in 1988-89, answer question 50. Don't answer 46, 47, 48, or 49.

When the word "parents" is used in questions 46, 48, 49, and 50, it means your mother and/or father or your adoptive parents. In some cases it may mean a legal guardian who has been appointed by a court. It doesn't mean foster parents and, for this section, it doesn't mean stepparents (but later in the instructions, you will be told if information about your stepparent is required).

You should see your financial aid administrator if:

- you answered "No" to all parts of question 45 but after answering questions 46, 48 or 49, or 50, you are told to fill in the gray area; and
- you were claimed by any person other than your spouse as a tax exemption in 1987; and
- you were not required to provide parental information in 1987.

Unmarried (Single, Divorced, Widowed, or Separated) Undergraduate Students

46. If your parents claimed you as an income tax exemption on their 1986 and/or 1987 income tax return, you must check "Yes." If your parents are divorced or separated, check "Yes" if either of your parents claimed you as an income tax exemption in 1986 and/or 1987. Otherwise check "No."

If you answered "Yes" to any year in question 46, go to Section H and fill in the green and white areas. Skip questions 47, 48, and 49.

If you answered "No" to both years in question 46, go to question 47.

47. Check "Yes" if during the 1987-88 school year you received federal student aid including:

- Pell Grant,
- Supplemental Educational Opportunity Grant (SEOG),
- College Work-Study (CWS),
- Perkins Loan/National Direct Student Loan (NDSL),
- Guaranteed Student Loan (GSL), including Supplemental Loans for Students (SLS), or
- State Student Incentive Grants (SSIG). These grants often have other names such as Student Incentive Grants, Incentive Grants, Tuition Grants, etc.

If you answered "Yes," go to question 48.

If you did not receive federal student aid in 1987-88, answer "No" to question 47. Go to question 49 and skip question 48.

48. Check the correct box for 1985 and 1986. In figuring your total resources be certain to include:

- wages, salaries, tips, etc.
- interest and dividend income
- any student financial aid (except PLUS loans)
- personal long-term cash loans used for educational purposes
- any other income and benefits (such as veterans benefits, fellowships, etc.)

Don't include any resources such as money that you earned from your parents or gifts that you received from them.

If you answered "Yes" to question 48 for both years go to Section H and fill in the gray and white areas. Some colleges or programs may also ask you to complete the green areas.

If you answered "No" to any year in question 48, go to Section H and fill in the green and white areas.

49. Check the correct box for 1986 and 1987. In figuring your total resources, be certain to include:

- wages, salaries, tips, etc.
- interest and dividend income
- any student financial aid (except PLUS loans)
- personal long-term cash loans used for educational purposes
- any other income and benefits (such as veterans benefits, fellowships, etc.)

Don't include any resources such as money that you earned from your parents or gifts that you received from them.

If you answered "Yes" to question 49 for both years, go to Section H and fill in the gray and white areas. Some colleges may also ask you to complete the green areas.

If you answered "No" to any year in question 49, go to Section H and fill in the green and white areas.

Married Students or Graduate/Professional Students

50. If your parents will claim you on their 1988 income tax return, you must check "Yes." Your financial aid administrator will check the accuracy of your answer.

If you answered "Yes" to question 50, go to Section H and fill in the green and white areas.

If you answered "No" to question 50, go to Section H and fill in the gray and white areas. Some colleges or programs may also ask you to complete the green areas.

Important Instructions for Sections H, I, J, K, L, and M

Green areas—parents' information

If Section G tells you to fill in the green and white areas of the FAF, you must give information about your parents. In Section H answer questions 51, 52, and 55. In Section I give additional information about your parents. In Sections J, K, and L, give your parents' financial information.

Read the descriptions below and check the box next to the one that is true for you.

☐ **Your parents are both living and married to each other.** Answer the questions in Sections H, I, J, K, and L about them.

☐ **You have a legal guardian.** Answer the questions in Sections H, I, J, K, and L about your legal guardian. This is a person whom a court has (a) appointed to be your legal guardian and (b) directed to support you with his or her own financial resources. Check this box only if your legal guardian fits this definition and this legal relationship will continue after June 30, 1989.

☐ **Your parents are divorced or separated.** Answer the questions in Sections H, I, J, K, L, and M for the parent you lived with most in the last 12 months. For example, if you lived with your mother most, answer the questions about her and not about your father.

If you didn't live with either parent, or you lived with each parent an equal number of days, answer the questions in Sections H, I, J, K, L, and M for the parent who provided the greater amount of support to you in the last 12 months. However, if you didn't get support from either parent, or if each parent provided you with an equal amount of support in the last 12 months, answer the questions in Sections H, I, J, K, L, and M about the parent who provided the greater amount of support to you during the most recent calendar year that you actually were supported by a parent. (Support includes money, gifts, loans, housing, food, clothes, car, medical and dental care, payment of college costs, etc.)

☐ **Your parent is widowed or single.** Answer the questions in Sections H, I, J, K, and L about your widowed or single parent.

Divorced, separated, widowed, or single parents. Give information about the parent that you counted above. If that parent has married or remarried, read the next paragraph.

Stepparent. If the parent that you counted above has married or remarried, you must also include your stepparent's information **(even if they were not married in 1987).**

If you are reporting information about your stepparent, note that whenever the word "parents" is used on the rest of this form, it also means your stepparent.

Gray area — student's information

If Section G tells you to fill in the gray and white areas of the FAF, you must give information about you and, if you are married, your spouse, **even if you were not married in 1987.** If you are divorced or separated, don't include information for your spouse. In Section H, answer questions 53, 54, and 55. Although you must always fill in the gray and white areas, you may also have to fill in the green areas if a college or program tells you to.

Section H—Household Information

Parents' information—green area

51. Write in the number of people that your parents will support between July 1, 1988 and June 30, 1989. Always include your parents and yourself. Include your parents' other children if they get more than half their support from your parents or if they would be required to provide parental information when applying for federal student aid. Include other people only if they now live with and get more than half their support from your parents and will continue to get this support between July 1, 1988 and June 30, 1989.

52. Write in the number of people from question 51, including yourself, who will be going to college between July 1, 1988 and June 30, 1989. To be included here, each student must be enrolled at least half-time. Half-time means the student is taking at least 6 credit hours per term. If the college uses clock hours, the student must be attending at least 12 clock hours per week.

Student's (and spouse's) information—gray area

53. Write in the number of people that you (and your spouse) will support between July 1, 1988 and June 30, 1989. Include yourself and your spouse. Include your (and your spouse's) children if they get more than half their support from you. Include other people only if they now live with and get more than half their support from you (and your spouse) and will continue to get this support between July 1, 1988 and June 30, 1989.

54. Write in the number of people from question 53, including yourself, who will be going to college between July 1, 1988 and June 30, 1989. To be included here, each student must be enrolled at least half-time. Half-time means the student is taking at least 6 credit hours per term. If the college uses clock hours, the student must be attending at least 12 clock hours per week.

55. Follow the directions on the form.

Section I—Information about Parents

56& Check the correct box and write in the requested information about
57. each of your parents.

58. Check the box for your parents' current marital status.

Show the current marital status of the people that you give information for on this form. For example, if you give information about your mother and stepfather, check the box that says "married," because your mother and stepfather are married.

59. Write in the age of your older parent for whom you gave information on this form.

60. Write in the two-letter abbreviation for your parents' current state of legal residence. Use only state abbreviations listed on the front cover.

61. Check the box for the number of parents who were included in Section H question 52.

62. Check "Yes" if either of your parents is classified as a dislocated worker by an appropriate state agency (such as the state employment service or job service) in accordance with Title III of the Job Training Partnership Act. Generally, "dislocated worker" means a person who has been:

- terminated or laid off,
- laid off as a result of permanent closure of a plant or other facility
- self-employed (including farmers) but is now unemployed because of poor economic conditions in the community or a natural disaster

If you checked "Yes," you may be asked to document your parent's status as a dislocated worker.

Check "No" if neither of your parents is classified by the appropriate state agency as a dislocated worker.

63. Check "Yes" if either of your parents meets all the following descriptions for a displaced homemaker:

- your parent has not worked in the labor force for a substantial number of years (e.g., approximately five years or more) but has during those years worked in the home providing unpaid services for family members; and
- your parent has been dependent on public assistance or on the income of another family member but is no longer receiving that income, or your parent is receiving public assistance because of dependent children in the home; and
- your parent is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

"Unemployed" means not working this week but being available for work and having made specific effort to get a job sometime during the last four weeks.

"Underemployed" means working part-time even though full-time employment is desired because work is slack or because only part-time work is available.

Check "No" if neither of your parents meets all the descriptions mentioned above.

Section J—Parents' 1987 Income & Expenses

If the instructions tell you to skip a question, leave it blank. If your answer to any other question is "none" or "zero," put a zero in the answer space. Don't leave it blank or don't use dashes. For example: $ 0 .00

64. U.S. income tax figures for 1987

From a completed return. Check box "1" or "2" to indicate which IRS form was filed. Use this tax return to answer questions 65-68.

Estimated. Check box "3" or "4" if your parents have not yet filed but will file a 1987 U.S. income tax return. Use their financial records to answer questions 65-68. For questions 65-68, you must write in the figures that will be on the tax return. Filling out a 1987 U.S. income tax return will help you answer these questions.

A tax return will not be filed. Check box "5" if your parents will not file a 1987 U.S. income tax return. Don't answer questions 65-68. Skip to question 69.

If you are giving information for only one parent and that parent filed (or will file) a joint tax return for 1987, give only that parent's portion of the income and expenses asked for in questions 66-68. If your parents are married and they filed separate tax returns for 1987, be sure to include both parents' income and expenses in questions 66-68.

When figuring your income and taxes, don't include any earnings or taxes paid on income from student financial aid programs that are based on financial need.

65. Total number of exemptions for 1987

Write in the number from Form 1040, line 6e, or 1040A, line 5e. If your parents used the 1040EZ and they entered a zero on line 6 of that form, write in "00." Otherwise, write in "01."

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from _____

_____

_____

Place
Stamp
Here
U.S. Postal
Service will not
deliver mail
without postage

"envelope front"

College Scholarship Service

_____

_____

City State Zip Code

Have you filled in the College Scholarship Service address (including the "CN" or "Box" number) and your return address on the front of this envelope?

TO AVOID DELAY IN PROCESSING YOUR FAF, YOU MUST:

- Enclose your check or money order for the correct fee.
- List at least one college or program in question 92.
- Check "Yes" in question 94 if you are applying for federal student financial aid.
- Sign the FAF and get the other signatures needed.
- Mail the FAF and correct fee by regular first class mail.

YOUR FAF WILL BE RETURNED TO YOU IF NO FEE IS ENCLOSED OR IF NO COLLEGE OR PROGRAM IS LISTED IN QUESTION 92.

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66. Income for 1987 from U.S. income tax return

If the U.S. income tax return for 1987 has not been completed, it is strongly recommended that you complete one now.

If the U.S. income tax return for 1987 has been completed, write in the amount from Form 1040, line 30; 1040A, line 12; or 1040EZ, line 3. (Note: Don't include any income or capital gains from the sale of a business or farm if the sale resulted from a voluntary or involuntary foreclosure, forfeiture, involuntary liquidation, or bankruptcy.)

Use 66a-66f to show the breakdown of income in 66.

67. U.S. income tax paid for 1987

Write in the amount from Form 1040, line 47; 1040A, line 20; or 1040EZ, line 9. Don't include any FICA, self-employment, or other taxes. Don't copy the amount of "federal income tax withheld" from a W-2 Form.

68. Itemized deductions for 1987

Write in the amount from Form 1040, Schedule A, line 26. If deductions were not itemized or if Form 1040A or 1040EZ was filed, write in "0." (Business or farm owner: Don't use amounts from Schedule C or F.)

69.& 70. Income earned from work in 1987

Write in the amount of income earned from work in 1987 by your father in question 69 and by your mother in question 70. Don't leave blank. Write in "0" if your parents didn't have any earned income.

If you skipped questions 65-68 because your parents did not and will not file a U.S. income tax return for 1987, include earnings from work in 1987. Add up the earnings from your parents' W-2 forms and any other earnings from work that are not included on the W-2 form.

If you answered questions 65-68, include the "wages, salaries, tips, etc." from your parents' Form 1040, line 7; 1040A, line 6; or 1040 EZ, line 1. If your parents filed a joint return, report your father's and mother's earnings separately. If your parents own a business or farm, also add in the amounts from Form 1040, lines 13 and 18.

71a.-71d. Untaxed income and benefits for 1987

71a. Social security benefits for 1987

Write in the amount of untaxed social security benefits (including Supplemental Security Income) that your parents got in 1987. Don't include any benefits reported in question 66. Don't give monthly amounts; write in the total for the year. Include the amounts that your parents got for you and their other children.

71b. Aid to Families with Dependent Children (AFDC or ADC) for 1987

Write in the total amount of benefits that your parents got in 1987 from Aid to Families with Dependent Children. (These are usually called AFDC or ADC benefits.) Don't give monthly amounts; write in the total for the year. Don't report social security benefits here.

71c. Child support received for all children for 1987

Write in the amount of child support received for all children (include the student). Don't report monthly amounts; write in the total for the year.

71d. Other untaxed income and benefits for 1987

Add up your parents' other untaxed income and benefits for 1987. Use the worksheet at upper right of this page.

72. Medical and dental expenses in 1987 not paid by insurance

Write in the amount of money that your parents paid in 1987 for medical and dental expenses (include insurance premiums). Don't include amounts covered by insurance. If your parents itemized deductions on their 1987 U.S. income tax return, write in the amount from Form 1040, Schedule A, line 2.

73a. Elementary, junior high, and high school tuition paid in 1987

Write in the amount of money that your parents paid in 1987 for elementary, junior high, and high school tuition for their dependent children. (Tuition doesn't include room, board, books, transportation, etc.) Don't include tuition paid by scholarships. Also, don't include any tuition that your parents paid for you or any tuition for preschool or college.

73b. Write in the number of dependent children for whom the amount listed in 73a was paid in 1987. Don't include the student.

Section K—Parents' 1988 Expected Income

Questions 74-77 ask about income and benefits your parents expect to get in 1988. If your parent is divorced, separated, or widowed, don't include information about the other parent. Answer these questions as accurately as you can. If a question doesn't apply, or if your parents don't expect to get any income or benefits from that source, don't leave it blank or don't use dashes; write in "0."

74. Income earned from work by father in 1988

Write in the amount of income your father expects to earn from work in 1988. Include wages, salaries, and tips.

75. Income earned from work by mother in 1988

Write in the amount of income that your mother expects to earn from work in 1988. Include wages, salaries, and tips.

76. Other taxable income for 1988

Write in the total amount of other taxable income that your parents will report on their 1988 IRS Form 1040, 1040A, or 1040EZ. Include interest and dividend income and any other income that will be taxed. Don't include any unemployment compensation or any income reported in 74 or 75.

Worksheet for question 71d

Amounts from IRS tax forms

Credit for federal tax on special fuels from Form 1040, line 59	$	.00
Foreign income exclusion from Form 2555, line 39	+	.00
Deductible IRA/Keogh payments from Form 1040, lines 24a, 24b, and 26, or from Form 1040A, line 11c	+	.00
Earned income credits from Form 1040, line 56, or 1040A, line 21b	+	.00
Untaxed portions of pensions from Form 1040, line 16a minus 16b (excluding "rollovers")	+	.00
Tax-exempt interest income from Form 1040, line 9, or 1040A, line 7b	+	.00

Other Untaxed Income

Other welfare benefits (except AFDC/ADC)	+	.00
Veterans noneducational benefits such as Death Pension and Dependency and Indemnity Compensation (DIC). Don't include educational benefits.	+	.00
Cash support or any money paid on the parents' behalf	+	.00
Housing, food, and other living allowances, excluding rent subsidies for low-income housing, paid to members of the military, clergy, and others. Include cash payments and cash value of benefits.	+	.00
Workers Compensation	+	.00
Any other untaxed income and benefits such as Black Lung Benefits, Refugee Assistance, untaxed portions of railroad retirement benefits, JobTraining Partnership Act noneducational benefits, etc.	+	.00
This is your answer for 71d.	TOTAL $	.00

Don't include:

- Social security benefits
- Any income reported elsewhere on the form
- Money from student financial aid
- Veterans benefits for education (GI Bill, Dependents Educational Assistance Program, VA Contributory Benefits, or VA Vocational Rehabilitation Program benefits)
- Gifts and support, other than money, received from friends or relatives
- Food stamps
- Money paid into tax-sheltered or deferred annuities or "rollover" pensions

77. Untaxed income and benefits for 1988

Write in the amount of untaxed income and benefits that your parents expect to get in 1988. These are the same types of income and benefits that were asked for in questions 71a-71d.

Section L—Parents' Assets

Don't leave any of these questions blank. If a question doesn't apply to your parents, write in "0."

You must give information about your parents' assets in questions 78-84. If you are giving information for only one parent and that parent has jointly owned assets, give only that parent's portion of the assets and debts. If your parents have assets owned jointly with someone else, give only your parents' portion of the assets and debts.

In questions 78-84, don't include:

- personal or consumer loans, or any debts that are not related to the assets listed
- the value of retirement plans (pension funds, annuities, IRAs, Keogh plans, etc.)
- student financial aid

78. Cash, savings, and checking accounts

Write in the amount of money that is in cash, savings, and checking accounts today.

79. Home

Write in how much the home is worth. Use the price your parents would place on their home if it went on sale today. Don't use assessed, insured, or tax value. A "home" includes a house, mobile home, condominium, etc. Renters write in "0."

Then write in how much is owed on the home including the present mortgage and related debts on the home. (Don't include interest due.) Check with the mortgage company if you don't know.

80. Other real estate

Write in how much the other real estate (including rental property, land, second or summer homes) is worth today.

Then, write in how much is owed on the other real estate.

81. Investments

Write in how much investments are worth today. Investments include trust funds, certificates of deposit, money market funds, mutual funds,

stocks, bonds, other securities, installment and land sale contracts, commodities, precious and strategic metals, etc.

Then, write in how much is owed on the investments.

82. Business and farm

Write in how much the business and farm are worth today. Include the value of land, buildings, machinery, equipment, livestock, inventories, etc. Don't include the home in this question. (Home value and debt should be given in question 79.)

Then write in what is owed on the business and farm. Include only the present mortgage and related debts for which the business and farm are being used as collateral.

If your parents are not the sole owners, write in only their share of the total business and farm value and debt.

83. Check "Yes" if any of the amount in question 82 includes a farm. Check "No" if none of the amount in question 82 includes a farm.

84. Give the information requested.

Section M—Divorced, Separated, or Remarried Parents

This section is to be filled out by the parent who is completing this form if the student's natural or adoptive parents are divorced or separated.

Section N—Student's Financial Aid Preferences

86. Write in the period of time you want to get student financial aid for the 1988-89 school year. For example, if you want student financial aid from September 1988 through May 1989, write:

from 0 9 (Month) 8 8 (Year) through 0 5 (Month) 8 9 (Year)

87. Follow the directions on the form.

88. Check "Yes" if you are currently in default on a GSL, SLS/PLUS/ALAS, Perkins (NDSL), Income Contingent Loan (ICL), etc. Check "No" if you are not in default on any educational loans.

89. Check "Yes" if you owe a refund on any federal grant (Pell, SEOG, SSIG, etc.). Check "No" if you do not owe a refund.

You are encouraged to answer the remaining questions in this section even if you don't think you want a Guaranteed Student Loan (GSL). Answering questions 90-91 does not commit you to accept a GSL. It simply provides most colleges with the information they need to offer you a complete package of financial aid resources that you can either accept or reject. If you should later decide to borrow, answering these questions now may avoid unnecessary delays in getting the financial aid you need.

90. Checking "Yes" does not require you to borrow money. It simply means that you are willing to be considered for a loan.

91a. Complete the following worksheet to answer this question. Include only Guaranteed Student Loans or Federally Insured Student Loans (FISL). If you have attended more than one college, include all GSLs that you received at each. If you have received more than one loan during the school year, be sure to include the total amount borrowed for the year. If you have made any payments, enter only the unpaid balance of the loan(s) rather than the amount borrowed. If you have never received a GSL or if you have repaid all your GSLs, write in "0."

Worksheet for question 91a

Year in school	Unpaid loan amount
1st year	$ .00
2nd year	+ .00
3rd year	+ .00
4th year	+ .00
5th year or more (undergraduate)	+ .00
Graduate or professional (1st year and beyond)	+ .00
Total unpaid balance (This is your answer for question 91a.)	$ .00

91b.-91e. These questions refer to your most recent GSL. Skip these questions if you answered "0" to question 91a.

Section O—Student's Colleges & Programs

92. Give the full name, CSS code number, and housing code for each college and program that you want to get information from this FAF. **The FAF will be returned to you if you leave this question blank.** Read questions 94 and 95 before answering this question. Don't list federal student financial aid programs. Be sure you enclose the right fee.

You can list up to eight colleges and programs in this question. If you want more than eight colleges or programs to receive your FAF information, list them with your name and social security number on a separate sheet of paper. Be sure to include $5.50 for each additional college. The eight colleges that you list in this question will be processed first and will appear on your first Acknowledgment. You will receive a second Acknowledgment for any additional colleges that you list.

You will find the code numbers in the CSS code list at the back of this booklet. Colleges on the code list are listed alphabetically within the state in which they are located. If a state has one or more state scholarship programs, they are printed at the beginning of the state's listing in **bold type**. A dash (—) to the left of a college means that it is a campus or branch of a college or university system.

The inclusion of a college on the CSS code list doesn't necessarily mean that the college requires the FAF. Check with the college if you're not sure. Be sure to use only CSS code numbers in question 92. If you use a wrong code number, your FAF will be sent to the wrong college. If you can't find a code number for a college, be sure that the college needs a copy of your FAF. Then, write in the name and city and state of the college, but leave the space for the CSS code number blank. CSS will write in the code number for you.

93. Check the box that tells how many colleges and programs are listed in question 92. Make out your check or money order for the correct fee to the College Scholarship Service. If you send a check that the bank won't accept, you will be charged an additional $5.00 fee. Checks must not be written on foreign banks; students outside the U.S. (except for Canada and U.S. possessions) should use an international money order. Send the fee with your FAF to the CSS. (Don't staple your check or money order to your FAF.) **The FAF will be returned to you if no fee is enclosed.**

94. Check "Yes" if you want the CSS to send information from your FAF to the U.S. Department of Education so that you can be considered for a Pell Grant and other federal student financial aid. Check "No" if you don't want to be considered for such aid. **If you leave the answer to this question blank, it will be counted as "No."**

95a. &b. If you check "Yes" to a and/or b, the U.S. Department of Education may send information from this form to (a) the state financial aid agency in your state and/or (b) the first college (or its representative) in question 92. Check "No" if you don't want your information sent.

All state agencies and most colleges that use the FAF require that you have a CSS analysis of your information sent to them. Answering "Yes" to 95a and 95b will not, in most cases, meet agency and college application requirements. Normally, you must also ask that the CSS analysis be sent to the state agency and colleges.

Certification: You must sign this form. If you are married, your spouse must sign this form. If you filled in the green shaded areas, at least one of your parents must also sign this form. **Everyone signing this form is certifying that all of the information on the form is correct** and that everyone is willing to give documents (such as U.S., state, or local income tax returns) to prove that the information is correct.

Don't complete, sign, or date the form before January 1, 1988.

Double-check your FAF to make sure it is complete and accurate. Make a copy of the completed FAF for your records. Send the original form to CSS. Don't send a photocopy. Photocopies can't be processed and will be returned. Keep this booklet handy. You will need it later.

Information on the Privacy Act and Use of Your Social Security Number

The Privacy Act of 1974 requires that each Federal Agency that asks for your social security number or other information must tell you the following:

- its legal right to ask for the information and whether the law says you must give it
- what purpose the agency has in asking for it and how it will be used
- what could happen if you do not give it

The U.S. Department of Education's legal right under the Pell Grant and Guaranteed Student Loan programs to require that you provide us with your social security number is based on Section 484(a)(4) of the Higher Education Act of 1965 as amended. The social security number is used under the Pell Grant program in recording information about your college attendance and progress and in making sure you have received your money. The social security number is used under the Guaranteed Student Loan program to identify the applicant, to determine program eligibility and benefits, and to permit servicing and collecting of the loan.

You must give your social security number (SSN) to apply for a Pell Grant or a Guaranteed Student Loan. We also ask you to give your SSN voluntarily if you are only applying for financial aid under the Supplemental Educational Opportunity Grant, College Work-Study, and Perkins Loan (formerly the National Direct Student Loan) programs.

The Authority to request all other information is based on Sections 411a, 411b, 411c, 411d, 411f, 474, 475, 476, 477, 479, and 480 of the Higher Education Act of 1965, as amended. This information is used to determine the amount of federal student aid for which you may be qualified.

The information you supplied may be disclosed to third parties that the Department has authorized to assist in administering federal student aid programs. This may be accomplished through computer matching programs.

We will provide your name, address, social security number, date of birth, student aid indices, student status, year in college, and state of legal residence to the college that you list in question 92 (or its representative), even if you check "No" in question 95b. This information will also go to the state scholarship agency in your state of legal residence to help coordinate state financial aid programs with federal student aid programs. Also, we may send information to members of Congress if you ask them to help you with federal student aid questions. If your parents or your spouse provided information on the form they may also request to see all the information on the application. If the Department or an employee of the Department is involved in litigation, we may send information to the Department of Justice if the disclosure is related to financial aid and certain other conditions are met. We may also use the information for any purpose that is a "routine use" listed in Appendix B Part 5b of Title 34 of the Code of Federal Regulations (CFR).

If you are applying for federal student aid under all five programs, you must fill in everything on the form except questions 5, 6, 7b, 8b, 10, 11, 13, 14, 16, 17, 41-44, 55-57, 81, 84-93, and 95. If you skip question 95, it will be counted as "No."

Special note about the above statement: The above information tells you that, in some cases, you can skip certain questions on the FAF. However, you should be aware that if you want colleges and programs to get information from your FAF, you must complete questions 92 and 93.

Although the information you give on the FAF is confidential, if a subpoena is received that requests your FAF information, the information will be provided.

CSS Code List

See instructions for question 92 (page 8) before using this list.

ALABAMA

1003 Alabama A & M University
1006 Alabama State University
Auburn University:
1005 —Auburn
1036 —Montgomery
1064 Birmingham-Southern College
1038 Brewer State Jr. College
1362 Gadsden State Community Coll.
1303 Huntingdon College
1736 Jacksonville State University
1352 Jefferson State Junior College
1356 John C. Calhoun St. Comm. Coll.
1833 Lawson State Community College
1737 Livingston University
1447 Marion Military Institute
1468 Miles College
1515 Mobile College
1586 Oakwood College
1302 Samford University
1723 Southeastern Bible College
1733 Spring Hill College
1739 Stillman College
1800 Talladega College
1738 Troy State University, Troy
1913 Tuskegee University
The University of Alabama:
1856 —Birmingham
1032 —School of Dentistry
1992 —School of Medicine
1990 —School of Optometry
1854 —Huntsville
1830 —Tuscaloosa
1804 University of Montevallo
1735 University of North Alabama
1880 University of South Alabama

ALASKA

4201 Alaska Pacific University
4202 Anchorage Community College
4224 Association Village Council President
4373 Kenai Peninsula Comm. College
4464 Ketchikan Indian Corp Foundation
4506 Matanuska-Susitna Comm. Coll.
4742 Sheldon Jackson College
4829 Tanana Valley Comm. College
8797 Tlingit and Haida Central Council
University of Alaska:
4896 —Anchorage
4866 —Fairbanks
4867 —Juneau

ARIZONA

4219 Arizona Automotive Inst.
4007 Arizona State University, Tempe
4013 Arizona Western College
DeVry Institute of Technology:
4277 —Continuing Students
0370 —New/Transfer Students
4297 Eastern Arizona College
4305 Embry-Riddle Aero. Univ.
4331 Grand Canyon College
4513 Mesa Community College
4008 Northern Arizona University
4606 Phoenix College
7719 Phoenix Institute of Technology
4631 Prescott Center for Alternative Education
4734 South Mountain Comm. College
7903 Universal Technical Institute
4632 University of Arizona

ARKANSAS

6011 Arkansas State Univ., State U.
6267 Harding University
6321 John Brown University
University of Arkansas:
6866 —Fayetteville
6004 —Pine Bluff
6012 University of Central Arkansas

CALIFORNIA

4213 Academy of Art College
7003 Academy of Stenographic Arts
4002 Allan Hancock College
4010 Ambassador College
7024 American Academy of Dramatic Arts, West
4715 American Coll. for the Applied Arts
7005 American Conservatory Theatre
4004 American River College
4005 Antelope Valley College
Antioch University:
4210 —San Francisco
7586 —Santa Barbara
7032 —Venice
4008 Armstrong University
4009 Art Center College of Design
4596 Azusa Pacific University
4015 Bakersfield College
4020 Barstow Community College
4021 Bethany Bible College
4017 Biola University
4236 Brooks College, Long Beach
4228 Brooks Inst. of Photographic Art & Science
4239 Bryan Coll. of Court Reporting
4226 Burbs College
4084 Cabrillo College
4094 California Baptist College
4031 California Coll. of Arts & Crafts
4032 California Coll. of Podiatric Med.
4049 California Institute of the Arts
4807 California Inst. of Integral Studies
4034 California Inst. of Technology
4084 California Lutheran University
4035 California Maritime Academy
California Sch. of Professional Psych.
4128 —Berkeley
4148 —Fresno
4129 —Los Angeles
4142 —San Diego
California State Universities & Colleges:
4110 —Bakersfield
4048 —Chico
4098 —Dominguez Hills
4312 —Fresno
4289 —Fullerton
4911 —Hayward
4345 —Humboldt
4389 —Long Beach
4399 —Los Angeles (CSUC)
4707 —Northridge
4082 —Pomona (Polytechnic)
4671 —Sacramento
4099 —San Bernardino
4682 —San Diego
4684 —San Francisco
4687 —San Jose
4038 —San Luis Obispo (Polytechnic)
4723 —Sonoma
4713 —Stanislaus
4822 California Western School of Law
4069 Canada College
4109 Cerritos College
4146 Central Calif. Commercial Coll.
4083 Chabot College
4027 Chaffey Community College
4047 Chapman College
8301 Charles R. Drew Postgraduate Medical School
4099 Christ College, Irvine
4150 Christian Heritage College
4051 Citrus College
4052 City College of San Francisco
4053 Claremont Graduate School
4054 Claremont McKenna College
7182 Cleveland Chiropractic of Los Angeles
4086 Cuesta Community College
4057 Cogswell College
4132 Coleman College
4118 College of Alameda
4117 College of the Canyons
4085 College of the Desert
4061 College of Marin
4063 College of Notre Dame
8560 College of Osteopathic Med. of the Pacific
4100 College of the Redwoods
4070 College of San Mateo
4071 College of the Sequoias
4087 College of the Siskiyous
4108 Columbia College
7213 Columbia College-Hollywood
4078 Compton Community College
4843 Contra Costa College
4121 Cosumnes River College
4128 Crafton Hills College
4101 Cuesta Community College
4252 Cuyamaca College
4104 Cypress College
4286 De Anza College
DeVry Institute of Technology:
4799 —Continuing Students
0366 —New/Transfer Students
4295 Diablo Valley College
4284 Dominican Coll. of San Rafael
4278 Don Bosco Technical Institute
4296 East Los Angeles College
4302 El Camino College
4275 Empire College
4273 Evergreen Valley College
Fashion Inst. of Design & Merchandising:
4457 —Los Angeles
4088 —San Diego
4461 —San Francisco
8843 —Santa Ana
4460 —Sherman Oaks
4318 Feather River College
4316 Fielding Institute
4315 Foothill College
4311 Fresno City College
4616 Fresno Pacific College
4313 Fuller Theological Seminary
4314 Fullerton College
4678 Gavilan Community College
4327 Glendale Community College
4329 Golden Gate University
4339 Golden West College
4338 Graduate Theological Union
4334 Grossmont College
4340 Hartnell College
4341 Harvey Mudd College
4342 Hastings College of Law
Heald College:
4452 —Hayward
4470 —Martinez
4451 —Oakland
4837 —Rohnert Park
4453 —Sacramento
4371 —San Diego (Kearny-Jenney)
4458 —San Francisco (Business)
4343 —San Francisco (Technical)
4469 —San Jose
7434 —Santa Clara (Technical)
4462 —Walnut Creek
4054 Holy Names College
4346 Humphreys College
4358 Imperial Valley College
4361 Indian Valley College
8824 International College
ITT Technical Institute:
4629 —Buena Park
8838 —La Mesa
4843 —Van Nuys
8478 —West Covina
4367 Jewish Vocational Center
4368 John F. Kennedy University
4666 King's River Comm. College
4420 Lake Tahoe Community Coll.
4409 Laney College
4383 Lassen College
3401 Life Chiropractic College West
Long Linda University:
4063 —Long Linda
4380 —Riverside
4388 Long Beach City College
4391 Los Angeles City College
4393 Los Angeles Coll. of Chiropractic
4408 Los Angeles County USC Medical Center
4395 Los Angeles Harbor College
4404 Los Angeles Mission College
4398 Los Angeles Pierce College
4409 Los Angeles Southwest College
4400 Los Angeles Trade Tech. Coll.
4401 Los Angeles Valley College
4396 Los Medanos College
4431 Lowes Stanger Acad. of Fashion
4403 Loyola Marymount University
4397 Loyola University Sch. of Law
4515 Marymount College
4517 Mendocino College
4483 Menlo College
4500 Merced College
4523 Mont College, Van Nuys
4502 Merritt College, Oakland
4485 Mills College
4582 Mira Costa College
7187 Mission College, Santa Clara
4486 Modesto Junior College
4507 Monterey Inst. of Int'l Studies
4490 Monterey Peninsula College
4512 Moorpark College
Mount Saint Mary's College:
4520 —Doheny
4493 —Los Angeles
4494 Mount San Antonio College
4501 Mount San Jacinto College
4495 Musicians' Institute
4530 Napa Valley College
National Education Center:
7783 —Sawyer
4753 —Stuzbon
4657 National University
4545 New College of California
7855 —Law
4540 Northrop University
4581 Occidental College
4579 Ohlone College
4584 Orange Coast College
4394 Otis/Parsons Institute
4581 Oxnard College
4614 Pacific Christian College
4638 Pacific Grad. Sch. Psych.
4612 Pacific Oaks College
4600 Pacific Union College
4661 Palmer College Chiropractic, West
4603 Palo Verde College
4602 Palomar College
4604 Pasadena City College
7804 Pasadena College Chiropractic
4620 Patten College
Pepperdine University:
4326 —Los Angeles
4630 —Malibu
8158 —School of Law
4619 Pitzer College
4605 Point Loma Nazarene College
4607 Pomona College
4608 Portervilla College
4609 Rancho Santiago College
4663 Rio Hondo College
4658 Riverside City College
4670 Sacramento City College
4747 Saddleback Comm. Coll., South
4677 Saint Joseph's College
4675 Saint Mary's Coll. of California
4750 Samuel Merritt Coll. of Nursing
4679 San Bernardino Valley College
4681 San Diego City College
7547 San Diego Community College, Continuing Education Center
4735 San Diego Mesa College
4729 San Diego Miramar College
4636 San Francisco Art Institute
4722 San Francisco Comm. College Centers
4744 San Francisco Conserv. of Music
4706 San Joaquin Delta College
4704 San Jose Bible College
4686 San Jose City College
4680 Santa Barbara City College
4691 Santa Monica College
4692 Santa Rosa Junior College
4347 Saybrook Institute
4693 Scripps College
4696 Shasta College
4697 Sierra College
4666 Sierra Univ./A Univ. Without Walls
4698 Simpson College, San Francisco
4746 Skyline College
4930 Solano Community College
4701 Southern California College, Costa Mesa
4362 Southern California College of Optometry, Fullerton
7829 Southern California Inst. of Architecture
4726 Southwestern University
4703 Southwestern Univ. Sch. of Law
4704 Stanford University:
7832 —School of Law
4758 —School of Medicine
4820 Taft College
4411 The Master's College
4628 Thomas Aquinas College
4039 United States Internat'l Univ.
University of California:
4833 —Berkeley, Undergrad., College of Letters & Science
4368 —Berkeley, Undergraduate, All others
4808 —Berkeley, Graduate Law
4834 —Davis
4139 —Grad. Sch. Administration
4902 —School of Law
4688 —School of Medicine
4818 —Veterinary Medicine
4839 —Irvine
4684 —School of Medicine
4837 —Los Angeles (UCLA)
8818 —School of Grad. Mangmt.
4879 —School of Medicine
4839 —Riverside
4838 —San Diego
4883 —Medicine
4840 —San Francisco Allied Health Professions
7908 —Dentistry
4885 —Medicine
7992 —Nursing
7893 —Pharmacy
7894 —Physical Therapy
4835 —Santa Barbara
4840 —Santa Cruz
4876 University of Judaism
4381 University of La Verne
4085 University of the Pacific
7886 —McGeorge Sch. of Law
4892 —School of Dentistry
4848 University of Redlands
4849 University of San Diego
4891 —School of Law
4850 University of San Francisco:
7902 —Law
7897 —Nursing
4851 University of Santa Clara
4852 Univ. of Southern California:
7998 —Dental Hygiene, Junior
4893 —School of Dentistry
4492 —School of Law
4682 —School of Medicine
7900 —School of Pharmacy
4872 University of West Los Angeles
4931 Ventura College
4832 Victor Valley College
7711 Vista College
4771 Watterson College, Pasadena
4878 West Coast Christian College
4888 West Coast University
4056 West Hills Community College
4884 West Los Angeles College
4958 West Valley College
Western State University College of Law:
4988 —Fullerton
4873 —San Diego
4950 Westmont College
4852 Whittier College:
4028 —School of Law
4955 Woodbury University
4981 World College West
4965 Wright Institute, Berkeley
4994 Yuba College

COLORADO

4001 Adams State College
4858 Colorado Christian College
4072 Colorado College
7150 Colorado Institute of Art
4073 Colorado School of Mines
4075 Colorado State University
8482 Denver Automotive & Diesel Coll.
4310 Fort Lewis College
4380 Lamar Heights College
4484 Mesa College
4505 Metropolitan State College
4905 National Theatre Conservatory
4654 Regis College
University of Colorado:
4841 —Boulder
4875 —Denver
4842 University of Denver
4074 University of Northern Colorado
4611 University of Southern Colorado
4944 Western State Coll. of Colorado

CONNECTICUT

3001 Albertus Magnus College
3858 Asnuntuck Community College
3121 Briarwood College
3104 Bridgeport Hospital
3898 Central Connecticut State Univ.
3312 Connecticut Business Institute
3284 Connecticut College
3886 Eastern Connecticut State Univ.
3380 Fairfield University
3421 Greater Hartford Comm. College
3425 Greater New Haven St. Tech Coll.
3431 Hartford College for Women
3768 Hartford State Technical College
3439 Holy Apostles College
3448 Housatonic Community College
3544 Manchester Community College
3550 Mattatuck Community College
3551 Middlesex Community College
3578 Mitchell College
3558 Mohegan Community College
3652 Northwestern Conn. Comm. Coll.
3678 Norwalk Community College
3675 Norwalk State Tech. College
3556 Ona M. Wilcox Sch. of Nursing
3699 Paier College of Art
3698 Post College
3716 Quinebaug Valley Comm. Coll.
3712 Quinnipiac College
3780 Sacred Heart University
3781 Saint Francis Hospital
3754 Saint Joseph College
3798 Saint Mary's Hospital
3799 Saint Vincent's Medical Center
3782 South Central Community Coll.
3652 Southern Connecticut St. Univ.
3805 Technical Careers Institute
3654 Thomas Valley State Tech. Coll.
3899 Trinity College
3897 Tunxis Community College
3914 University of Bridgeport
3915 University of Connecticut:
7867 —School of Law
7868 —School of Social Work
3436 University of Hartford
3663 University of New Haven
3678 Waterbury State Technical Coll.
3959 Wesleyan University
3350 Western Connecticut State Univ.
Yale University:
3213 —Continuing Undergraduates only
3987 —New Freshmen and Transfers only

DELAWARE

0583 Delaware State Scholarship
5081 Brandywine College
5153 Delaware State College
Delaware Technical & Community Coll.:
5201 —Terry
5204 —Stanton
5154 —Wilmington
5255 Goldey Beacom College
5811 University of Delaware
5894 Wesley College
5841 Widener Univ. School Hotel and Restaurant Management

DISTRICT OF COLUMBIA

5007 American University
5007 —Washington College of Law
5104 Catholic University of America
5705 Corcoran School of Art
5240 Bellevue College
5248 George Washington University:
5390 —School of Medicine
Georgetown University:
5244 —Undergraduate
5646 —Graduate School
5258 —School of Dentistry
5261 —School of Medicine
5297 Howard University
5422 Mount Vernon College
Johns Hopkins University:
5610 —School of Advanced International Studies
5622 Southeastern University
5786 Trinity College
5629 University of District of Columbia

FLORIDA

5799 American Univ. of Caribbean School of Medicine
5640 Art Institute of Fort Lauderdale
5063 Barry University
5081 Bethune-Cookman College
5043 Brevard Community College
3709 Brandrite College
Broward Community College:
5074 —Fort Lauderdale (Central)
5741 —Hollywood (South)
5736 —Pompano Beach (North)
5127 Central Florida Comm. College
5108 Chipola Junior College
5142 Clearwater Christian College
5437 College of Boca Raton
5188 Daytona Beach Community Coll.
5223 Edison College
5181 Edison Community College
5182 Edward Waters College
5180 Embry-Riddle Aeronautical U.
5236 Flagler College
5215 Florida A & M University
5279 Florida Atlantic University
5216 Florida College
5232 Florida Comm. Coll., Jacksonville
5080 Florida Institute of Technology
5456 Florida Institute of Ultrasound
5206 Florida International University:
5675 —Bay Vista Campus
5236 Florida Keys Community College
5217 Florida Memorial College
5218 Florida Southern College
5219 Florida State Univ., Tallahassee
5171 Fort Lauderdale College
5271 Gulf Coast Community College
5304 Hillsborough Community College
5327 International Fine Arts College
5482 International Technical Institute
5337 Jackson Memorial Hospital
5331 Jacksonville University
5377 Lake City Community College
5376 Lake Sumter Community College
5373 Lakeland College
5463 Miami Christian College
Miami-Dade Community College:
5465 —Medical Center
5457 —Wolfson
5160 —North
5458 —South
5712 National Education Center, Bauder College
5805 New Coll. of the U. of So. Florida
5489 New England Institute of Tech.
5182 Northwood Institute
5514 Nova University
5543 Okaloosa-Walton
5553 Palm Beach Atlantic College
5531 Palm Beach Junior College
5562 Pasco Hernando Comm. College
5535 Pensacola Junior College
7504 Pinellas Beauty College
5548 Polk Community College
5573 Ringling School of Art & Design
5572 Robins College
5641 Saint John's River Comm. Coll.
5638 Saint Leo College
5076 Saint Thomas University
5724 —Bengual Center
5653 Santa Fe Community College
5662 Seminole Community College
5621 Southeastern College
5680 Southeastern Coll. Osteopathic Med
5678 Southern College
5484 South Florida Community College
5630 Stetson University
5794 Tallahassee Community College
5791 Tampa Technical Institute
5841 United Electronics Institute
0726 Universidad Central Del Este
5253 University of Central Florida
5812 Univ. of Florida, Gainesville
5175 —College of Dentistry
5754 —College of Veterinary Med.
5815 University of Miami:
5773 —School of Law
5802 —School of Medicine
5490 University of North Florida
5828 University of South Florida
5819 University of Tampa
5833 University of West Florida
5868 Valencia Community College
5883 Webber College

GEORGIA

5001 Abraham Baldwin Agri. College
5002 Agnes Scott College
5734 Albany Area Voc. Tech. School
5026 Albany Junior College
5004 Albany State College
5042 American Coll. for Applied Arts
5009 Andrew College
5012 Armstrong State College
5429 Art Institute of Atlanta
5737 Athens Area Voc. Tech. School
5030 Atlanta Area Technical School
5029 Atlanta Christian College
5014 Atlanta College of Art
5725 Atlanta Junior College
5015 Atlanta University
5713 Augusta Area Technical School
5336 Augusta College
5062 Bainbridge Junior College
5070 Bauder Fashion College
5059 Berry College
5086 Brenau College
5069 Brewton-Parker College
8187 Brown College of Court Reporting
5078 Brunswick Junior College
5110 Clark College
5145 Clayton State College
5704 Columbus Area Voc. Tech. Sch
5123 Columbus College
5167 Dalton Junior College
5165 DeKalb College
5693 DeKalb Technical School
DeVry Institute of Technology:
5715 —Continuing Students
0371 —New/Transfer Students
5200 Emanuel County Junior College
5184 Emmanuel College
5187 Emory University
5237 Floyd Junior College
5220 Fort Valley State College
5273 Gainesville Junior College
5247 Georgia Baptist Hospital
5252 Georgia College
5248 Georgia Institute of Technology
5249 Georgia Military College
5253 Georgia Southern College
5250 Georgia Southwestern College
5251 Georgia State Univ., Atlanta
5256 Gordon Junior College
5263 Grady Memorial Hospital
5188 Gwinnett Area Technical School
5359 Kennesaw College
5362 LaGrange College
7978 Life Chiropractic College
5438 Macon Junior College
5406 Medical College of Georgia
Mercer University:
5025 —Atlanta
5409 —Macon
5963 —School of Law
5471 —School of Medicine
5824 —School of Nursing
5823 —Southern School of Pharmacy
5411 Middle Georgia College
5415 Morehouse College
5377 Morehouse School of Medicine
5417 Morris Brown College
5483 Music Business Institute
5497 North Georgia College
5507 North Georgia Tech. & Voc. Sch
5521 Oglethorpe University
5186 Oxford College
5530 Paine College
5537 Piedmont College, Demorest
5568 Reinhardt College
5636 Savannah Area Voc. Tech. School
5631 Savannah College of Art & Design
5609 Savannah State College
5616 Shorter College
5619 South Georgia College
5672 South Georgia Tech. & Voc. Sch
5626 Southern College of Tech.
5628 Spelman College
5784 Thomas Area Technical School
5072 Thomas College
5795 Tift College
5799 Toccoa Falls College
5798 Truett McConnell College
5813 University of Georgia, Athens
5875 Valdosta Area Voc. Tech. School
5855 Valdosta State College
5889 Waycross Junior College
5895 Wesleyan College
5900 West Georgia College
5980 Young Harris College

HAWAII

4106 Brigham Young University
4324 Cannon's Business College
4105 Chaminade Univ. of Honolulu
4351 Hawaii Loa College
4352 Hawaii Pacific College
Kamehameha Schools
0421 —Bishop Estates
0417 —Kapiolani
University of Hawaii
4869 —Hilo
4350 —Honolulu Community College
4377 —Kapiolani Community College
4378 —Kauai Community College
4410 —Leeward Community College
4867 —Manoa
4510 —Maui Community College
4868 —West Oahu College
4978 —Windward Community College

IDAHO

3318 Boise Bible College
4018 Boise State University
4080 College of Idaho
4114 College of Southern Idaho
4272 Eastern Idaho Voc. Tech. Inst
4355 Idaho State Univ., Pocatello
4385 Lewis-Clark State College
4539 North Idaho College
4544 Northwest Nazarene College
4657 Ricks College
4843 University of Idaho, Moscow

ILLINOIS

1025 Augustana College
1027 Aurora University
1052 Barat College
1057 Belleville Area College
1483 Black Hawk College, Moline
1065 Blackburn College
1070 Bradley University
1113 Chicago Coll. Osteopathic Medicine
1318 Chicago-Kent College of Law
1118 Chicago State University
1983 College of Lake County
1130 College of Saint Francis
1135 Columbia College
1140 Concordia College
1165 De Paul University
1047 DeVry, Inc.
DeVry Institute of Technology
Chicago
1171 —Continuing Students
0380 —New/Transfer Students
Lombard
3204 —Continuing Students
0379 —New/Transfer Students

1316 Dr. William M. Scholl College of Podiatric Medicine
3873 DuQuoin Beauty College
1203 Elgin Community College
1204 Elmhurst College
1206 Eureka College
1263 Governors State University
1256 Greenville College
1233 Highland Community College
1707 Illinois Benedictine College
1312 Illinois Central College
1315 Illinois College
1318 Illinois Institute of Technology
3671 Illinois Masonic Medical Center
1319 Illinois State University
1397 Illinois Valley Comm. College
1320 Illinois Wesleyan University
7732 Int'l Academy of Merchandising & Design
1344 John Marshall Law School
1346 Joliet Junior College
1361 Judson College
1366 Kendall College
1910 Kennedy-King College
1385 Kishwaukee College
1372 Knox College
1382 Lake Forest College
1404 Lewis University
1406 Lincoln Christian College
1408 Lincoln College
1089 Loop College
1412 Loyola University of Chicago:
1786 —Niles College
1426 —School of Dentistry
1420 —Stritch School of Medicine
1520 MacCormac Junior College
1435 MacMurray College
1144 Malcolm X College
1456 McKendree College
1470 Millikin University
1484 Monmouth College
1486 Moody Bible Institute
1524 Moraine Valley Community Coll.
1483 Mundelein College
1853 NAES College (Native Amer. Ed.)
1551 National College of Education
1755 Niles College of Loyola Univ.
1556 North Central College
1558 North Park College
1559 Northern Illinois University
Northwestern University:
3583 —Continuing and Returning Students
1583 —Dental Hygiene Program
3832 —Evening Division
1585 —New Students
1604 —Nursing Education
3194 —Physical Therapy
1573 Oakton Community College
1584 Olive-Harvey College
1596 Olivet Nazarene University
1619 Parkland College
1621 Parks College of St. Louis Univ.
1077 Prairie State College
1630 Principia College
1645 Quincy College
1659 Ravenswood Hospital Med. Center
3857 Ray College of Design
1093 Richard J. Daley College
Robert Morris College:
1670 —Carthage
1662 —Chicago
1674 Rock Valley College
9572 Rockford Memorial Sch. of Nursing
1665 Rockford College
1666 Roosevelt University
1667 Rosary College
3262 Rush University
9625 Saint Anne's Hospital
9626 Saint Anthony Hospital School of Nursing
3033 Saint Augustine College
1747 Saint Francis Hospital, Evanston
1708 Saint Xavier College
1713 School of Art Institute of Chicago
1154 Shawnee College
1749 Slate Community College
1806 Thornton Community College
Trend Beauty College:
4156 —Collinsville
3271 —Mt. Vernon
1820 Trinity Christian College
1810 Trinity College
1821 Triton College
1111 Truman College
1832 University of Chicago-The College (Undergraduate only)
1117 University Health Sciences, Chicago Medical School
1836 University of Illinois, Urbana
1872 Vandercook College of Music
1838 Waubonsee Community College
1905 Wheaton College
1925 Wilbur Wright College
1932 William Rainey Harper College

INDIANA

1015 Ancilla College
1016 Anderson University
1051 Ball State University
1079 Bethel College
1073 Butler University
1776 Calumet College
1642 Deaconess Hospital
1166 DePauw University
1195 Earlham College
1227 Fort Wayne Bible College
1228 Franklin College of Indiana
1251 Goshen College
1252 Grace Theol. Sem. & Grace Col.
1290 Hanover College
1325 Herron School of Art
1309 Holy Cross Junior College
1304 Huntington College
3143 Indiana Business College
1323 Indiana Institute of Technology
1322 Indiana State Univ., Terre Haute
Indiana-Purdue University at:
1336 —Fort Wayne
1325 —Indianapolis
1361 —School of Dentistry
1285 —School of Medicine
Indiana University:
1324 —Bloomington
1338 —Gary
1337 —Kokomo
1314 —New Albany
1194 —Richmond
1339 —South Bend
Indiana Vocational Technical College:
1298 —Columbus
1277 —Evansville
1278 —Fort Wayne
1291 —Gary
1311 —Indianapolis
1329 —Kokomo
1282 —Lafayette
1334 —Madison
1279 —Muncie
1283 —Richmond
1273 —Sellersburg
1280 —South Bend
1284 —Terre Haute
1330 International Business College
1416 Lutheran Hospital, Ft. Wayne
1440 Manchester College
1442 Marian College, Indianapolis
1446 Marion College, Marion
7378 Martin Center College
1518 Memorial Hospital of South Bend
1585 Oakland City College
1635 Parkview Methodist Hospital School of Nursing
Purdue University:
1638 —Hammond
1631 —West Lafayette
1640 —Westville
1668 Rose-Hulman Inst. of Technology
1781 Saint Elizabeth Hospital
1683 Saint Francis College
1697 Saint Joseph's College
1780 Saint Joseph's Hospital
1704 Saint Mary of the Woods College
1702 Saint Mary's College
1706 Saint Meinrad College
1782 Saint Meinrad Sch. of Theology
1802 Taylor University
1811 Tri-State University
1208 University of Evansville
1321 University of Indianapolis
1841 University of Notre Dame
1335 University of Southern Indiana
1874 Valparaiso University
Vincennes University:
7884 —Jasper
1877 —Vincennes
1886 Wabash College

IOWA

6757 American Institute of Business
6046 Briar Cliff College
6047 Buena Vista College
6332 Business Institute of Technology
6087 Central College
6099 Clarke College
6100 Clinton Community College
6101 Coe College
6119 Cornell College
6177 Des Moines Area Comm. Coll., Ankeny
6174 Divine Word College
6171 Dordt College
6168 Drake University
6183 Ellsworth Community College
1215 Emmaus Bible College
6249 Grandview College
6351 Grand View College
6352 Grinnell College
6399 Hamilton Business College
6288 Hawkeye Inst. of Technology
Indian Hills Community College:
6083 —Centerville
6312 —Ottumwa
6317 Iowa Central Comm. College, Ft. Dodge
Iowa Lakes Community College:
6195 —Emmetsburg
6196 —Estherville
6301 Iowa Methodist Hospital
6306 Iowa State University, Ames
6308 Iowa Wesleyan College
Iowa Western Community College:
6098 —Clarinda
6302 —Council Bluffs
6313 James Edmundson Mem'l Hosp.
6027 Kirkwood Community College
6370 Loras College
6375 Luther College
4497 Mahanshi International Univ.
6394 Marshalltown Community Coll.
6397 Marycrest College
6415 Morningside College
6417 Mount Mercy College
6418 Mount Saint Clare College
6400 North Iowa Area Comm. Coll.
Northeast Iowa Technical Institute:
6751 —North (Calmar)
6754 —South (Peosta)
6604 Northwest Iowa Tech. College
6490 Northwestern College
6663 Palmer College of Chiropractic
6817 Saint Ambrose University
6712 Scott Comm. Coll., Bettendorf
6650 Simpson College, Indianola
Southeastern Community College:
6340 —Keokuk
6648 —West Burlington
6122 Southwestern Community Col.
6748 Spencer School of Business
6869 University of Dubuque
6681 University of Iowa, Iowa City
6307 University of Northern Iowa
6182 Univ. of Osteopathic Medicine & Health Sciences
6885 Upper Iowa University
6084 Vennard College
6925 Waldorf College
6826 Wartburg College
6950 Western Iowa Tech Comm. Coll.
6838 Westmar College
6843 William Penn College

KANSAS

6031 Baker University
6054 Benedictine College
6034 Bethany College
6037 Bethel College
6335 Emporia State University
6218 Fort Hays State University
6282 Haskell Indian Junior College
6274 Hesston College
6334 Kansas State Univ., Manhattan
6437 Mid-America Nazarene College
6336 Pittsburg State University
6835 Saint Mary of the Plains College
6815 Tabor College
6828 Washburn University
6884 Wichita State University

KENTUCKY

1056 Alice Lloyd College
1019 Asbury College
1023 Ashland Community College
1058 Bellarmine College
1080 Berea College
1071 Brescia College
1097 Campbellsville College
1109 Centre College
1145 Cumberland College
1200 Eastern Kentucky University
1211 Elizabethtown Community Col.
1248 Georgetown College
1275 Hazard Community College
1307 Henderson Community College
1274 Hopkinsville Community College
1328 Jefferson Community College
1377 Kentucky Christian College
4161 Kentucky College of Business
1368 Kentucky State University
1369 Kentucky Wesleyan College
1402 Lees College
1474 Lexington Community College
7579 Louisville College of Medical and Dental Careers
1409 Lindsey Wilson College
7573 Louisville Technical Institute
1544 Madisonville Community Coll.
1545 Maysville Community College
1467 Midway College
1487 Morehead State University
1494 Murray State University
4171 National Education Center, Kentucky Coll. of Tech.
1574 Northern Kentucky University:
1574 —Chase Law School
3196 Owensboro Jr. Coll. of Business
1820 Paducah Community College
1825 Pikeville College
1660 Prestonsburg Community Col.
9133 RETS Electronic Institute
1690 Saint Catherine College
1779 Somerset Community College
1770 Southeast Community College
1662 Spalding University
1741 Sue Bennett College
3250 Sullivan Jr. Coll. of Business
1878 Thomas More College
1808 Transylvania University
1825 Union College
University of Kentucky:
1234 —Ft. Knox Center
1837 —Lexington
1888 —College of Dentistry
1968 —College of Medicine
1838 University of Louisville:
3814 —School of Dentistry
1967 —School of Medicine
1929 Watterson College
1901 Western Kentucky University

LOUISIANA

0389 Louisiana State Medical Institute Grant Program
9062 Community College of Louisiana
6178 Delgado Community College
6184 Dillard University
6250 Grambling State University
Louisiana State University:
6373 —Baton Rouge
6385 —New Orleans, Medical Ctr.
6291 —Veterinary Medicine
6372 Louisiana Tech University
6374 Loyola University
6403 McNeese State University
6471 Newcomb Coll. of Tulane Univ.
6482 Northeast Louisiana University
6656 Southeastern Louisiana Univ.
Southern University:
6643 —Baton Rouge
6711 —New Orleans
6832 Tulane University
6472 Univ. of Southwestern Louisiana
6975 Xavier University of Louisiana

MAINE

3015 Andover College
3074 Bangor Theological Seminary
3076 Bates College
3114 Beal College
3089 Bowdoin College
3269 Brigton Academy
3700 Casco Bay College
3302 Central Maine Medical Center
3309 Central Maine Voc. Tech. Inst.
3280 Colby College
3305 College of the Atlantic
3372 Eastern Maine Voc. Tech. Inst.
3440 Husson College
3475 Kennebec Valley Voc. Tech. Inst.
3505 Maine Maritime Academy
3014 Mid-State College, Auburn
3631 Northern Maine Voc. Tech. Inst.
3701 Portland School of Art
3755 Saint Joseph's College
3802 Saint Mary's General Hospital, Nursing
3535 Southern Maine Voc. Tech. Inst.
3803 Thomas College
3925 Unity College
University of Maine:
3929 —Augusta
3506 —Farmington
3393 —Fort Kent
3956 —Machias
3916 —Orono
3008 —Presque Isle
3751 University of New England
3691 University of Southern Maine
3961 Washington Co. Voc. Tech. Inst
3960 Westbrook College

MARYLAND

0298 Maryland State Scholarship Programs
5028 Allegany Community College
5019 Anne Arundel Community Coll.
5401 Bowie State College
5101 Capitol Inst. of Technology
5137 Catonsville Community College
5081 Cecil Community College
5144 Charles County Community Coll.
5143 Chesapeake College
5114 Coll. of Notre Dame of Maryland
5890 Columbia Union College
Community College of Baltimore:
5131 —Harbor
5061 —Liberty
5122 Coppin State College
Dessel Institute of America:
6462 —Cheverly
5985 —Grantsville
5178 Dundalk Community College
5192 Essex Community College
5230 Frederick Community College
5402 Frostburg State College
5279 Garrett Community College
5257 Goucher College
3227 Hagerstown Business College
5290 Hagerstown Junior College
5303 Harford Community College
5298 Hood College
5308 Howard Community College
Johns Hopkins University:
5332 —Arts and Sciences
5532 —Peabody Institute
5354 —School of Continuing Education
5353 —School of Engineering
5352 —Sch. of Hygiene & Pub. Health
5346 —School of Medicine
5767 —School of Nursing
5370 Loyola College
5466 Maryland College of Art & Design
5399 Maryland Inst. College of Art
Montgomery College:
5383 —Germantown
5440 —Rockville
5414 —Takoma Park
5416 Morgan State University
5421 Mount Saint Mary's College
5545 Prince George's Community Col.
5569 Saint John's College
5484 Saint Joseph Hospital
5601 Saint Mary's Coll. of Maryland
5602 Saint Mary's Seminary & Univ.
5403 Salisbury State College
5457 Sojourner Douglas College
7759 Strayer Business College
5404 Towson State University
5834 Union Memorial Hospital
5810 University of Baltimore
University of Maryland:
5757 —Baltimore City, All Campuses
5835 —Baltimore County
5814 —College Park
5400 —Eastern Shore
0988 —Munich Campus
5804 —University College
5856 Villa Julie College
5884 Washington Bible College
5888 Washington College
5898 Western Maryland College

MASSACHUSETTS

3002 American International College
3003 Amherst College
3005 Anna Maria College
Aquinas Junior College:
3011 —Milton
3013 —Newton
3777 Art Institute of Boston
3009 Assumption College
3010 Atlantic Union College
3075 Babson College
3078 Bay Path Junior College
3120 Bay State Junior College
3787 Baystate Medical Center
Becker Junior College:
3482 —Leicester
3079 —Worcester
3096 Bentley College
3107 Berklee College of Music
3105 Berkshire Christian College
3102 Berkshire Community College
3115 Blue Hills Regional Tech. Inst.
7108 Boston Architectural Center
3080 Boston Business School
3100 Boston City Hospital
3083 Boston College, Chestnut Hill
3084 Boston Conservatory of Music
Boston University:
3087 —All Undergraduate Programs
7100 —Grad. Coll. of Engineering
7423 —Grad. Law School
7485 —Grad. Metropolitan College
3088 —Grad. Programs—Sargent Coll.
3704 —Grad. Sch. for the Arts
3118 —Grad. Sch. of Arts & Sciences
3116 —Grad. Sch. of Dentistry, Medicine, Public Health
7148 —Grad. Sch. of Education
7313 —Grad. Sch. of Management
7094 —Grad. Sch. of Nursing
7101 —Grad. Sch. of Public Communication
3101 —Grad. Sch. of Social Work
3122 —Grad. Sch. of Theology
7098 —Grad. Univ. Professors Program
3091 Bradford College
3092 Brandeis University
3517 Bridgewater State College
3110 Bristol Community College
3112 Brockton Hospital
3123 Bunker Hill Community College
3099 Burdett School
3097 Butera School of Art
3289 Cape Cod Community College
3308 Central New England Colleges
3277 Chamberlayne Junior College
3279 Clark University
3282 College of the Holy Cross
3285 Curry College
3352 Dean Junior College
8510 Dudley Hall Career Institute
3371 East Coast Aero. Tech. School
3365 Eastern Nazarene College
3283 Elms College
3367 Emerson College
3364 Emmanuel College
3369 Endicott College
3375 Essex Agr & Tech. Institute
3391 Fisher Junior College
3518 Fitchburg State College
3392 Forsyth Sch. for Dent. Hygienists
3519 Framingham State College
3397 Framingham Union Hospital
3394 Franklin Institute of Boston
3417 Gordon College
3420 Greenfield Community College
3812 GTE Sylvania Technical School
3447 Hampshire College
3434 Harvard-Radcliffe
3380 Harvard Univ.—Univ. Extension
3449 Hellenic College
3437 Holyoke Community College
3473 Katherine Gibbs School
3287 Labaure College
3481 Lasell Junior College
3488 Lawrence Memorial Hospital
3483 Lesley College
3540 Malden Hospital
9100 Marian Court Jr. Coll. of Business
3294 Massachusetts Bay Comm. Coll.
3516 Massachusetts College of Art
3512 Massachusetts Coll. of Pharm. & Allied Health
3514 Massachusetts Inst. of Tech.
3515 Massachusetts Maritime Acad.
3549 Massasoit Community College
3525 Merrimack College
3454 Middlesex Community College
9101 Montserrat College of Art
3529 Mount Holyoke College
3530 Mount Ida College
3545 Mount Wachusett Comm. College
3678 New England Baptist Hospital
3659 New England Conserv. of Music
3671 New England Deaconess Hosp.
3650 New England Inst. Applied Arts & Science
3645 New England Sch. of Art & Design
9347 New England Sch. of Photography
3639 Newbury College
3648 Nichols College
3521 North Adams State College
3651 North Shore Community College
3636 Northeast Broadcasting School
3641 Northeast Inst. of Indust. Tech.
3647 Northeastern University
3674 Northern Essex Community Coll.
3689 Pine Manor College
3713 Quincy Junior College
3714 Quinsigamond Community College
3723 Regis College
9528 RETS Electronic Schools
3740 Roxbury Community College
3773 Saint Elizabeth's Hospital
3295 Saint John's Seminary College
3775 Saint Vincent Hospital
3522 Salem State College
3784 Sch. of the Museum of Fine Arts
3761 Simmons College
3795 Simon's Rock of Bard College
3762 Smith College
3799 Somerville Hospital
Southeastern Massachusetts University
3788 —Day Division
3806 —Div. Continuing Studies
3763 Springfield College
3791 Springfield Tech. Comm. College
3770 Stonehill College
3771 Suffolk University
3803 Swain School of Design
Tufts University:
3901 —Tufts/Jackson/Engineer/BSOT
8158 —Dental Medicine (Grad only)
3399 —Fletcher School (Grad only)
3896 —Medical School (Grad only)
3893 —Veterinary Medicine (Grad only)
3901 —All other applicants
3911 University of Lowell
University of Massachusetts:
3917 —Amherst
3924 —Boston
3936 —Medical School
3957 Wellesley College
3934 Wentworth Inst. of Technology
3962 Western New England College
3573 Westfield State College
3963 Wheaton College
3964 Wheelock College
3965 Williams College
3979 Worcester Hahnemann Hospital
3976 Worcester Industrial Tech. Inst.
3969 Worcester Polytechnic Institute
3524 Worcester State College
3970 Yauville Hospital Sch. Practical Nursing

MICHIGAN

0428 State of Michigan Scholarship/Grant Program
1001 Adrian College
1007 Albion College
1010 Alma College
1011 Alpena Community College
1030 Andrews University
1018 Aquinas College
3851 Argubright Business College
Baker College:
3237 —Flint
3299 —Owosso
1049 Bay de Noc Community College
1074 Blodgett Mem. Med Center School of Nursing
1095 Calvin College
1035 Center for Creative Studies
1106 Central Michigan University
1225 Charles Stewart Mott Comm. Coll.
1123 Cleary College
1094 Concordia College
1158 Cranbrook Academy of Art
Davenport College of Business:
1183 —Grand Rapids
7490 —Kalamazoo
7235 —Lansing
1816 Delta College
1181 Detroit Coll. of Business, Dearborn
1168 Detroit College of Law
1177 Detroit Institute of Commerce
1201 Eastern Michigan University
1222 Ferris State College
1261 Glen Oaks Community College
1248 GMI Engineering & Mgmt. Inst
1250 Gogebic Community College
1265 Grace Bible College
1253 Grand Rapids Baptist Coll. & Sem.
1254 Grand Rapids Junior College
8706 Grand Rapids Sch. Bible & Music
1258 Grand Valley State College
3238 Great Lakes Jr. Coll. of Business
1293 Henry Ford Community College
3177 Henry Ford Hospital
1294 Highland Park Community College
1295 Hillsdale College
1301 Hope College
1340 Jackson Community College
1952 Jordan College
1365 Kalamazoo College
1378 Kalamazoo Valley Comm. Colleg
1375 Kellogg Community College
1376 Kendall School of Design
1382 Kirtland Community College
4200 Kravy-Woods Acad. Med. Lab Technicians
1137 Lake Michigan College
1421 Lake Superior State College
1414 Lansing Community College
1399 Lawrence Inst. of Technology
1425 Lewis College of Business
Macomb Community College:
1521 —Mount Clemens
1722 —Warren
1437 Madonna College
1452 Marygrove College
1460 Mercy College of Detroit
1480 Mercy Sch. of Nursing, Detroit
1516 Michigan Christian College
1485 Michigan State University
1484 Michigan Technological Univ., Houghton
1523 Mid-Michigan Community Coll.
1514 Monroe County Comm. College
1522 Montcalm Community College
1527 Muskegon Business College
1495 Muskegon Community College
1554 Nazareth Coll. at Kalamazoo
1569 North Central Michigan College
1560 Northern Michigan University
1564 Northwestern Michigan College
1568 Northwood Institute
Oakland Community College:
3706 —Auburn Hills
3708 —Highland Lakes
3707 —Orchard Ridge
7267 —Southeast
1497 Oakland University
1595 Olivet College
1672 Reformed Bible College
1786 Saginaw Valley State College
1628 Saint Clair County Comm. Coll
1753 Saint Mary's College
1764 Schoolcraft College
1719 Siena Heights College
1783 Southwestern Michigan College
1732 Spring Arbor College
1743 Suomi College
1796 Thomas M. Cooley Law School
1835 University of Detroit
University of Michigan:
1839 —Ann Arbor
1861 —Dearborn
1853 —Flint
1894 Walsh Coll. of Accounting & Business Administration
1935 Washtenaw Community College
1937 Wayne County Community Coll.
Wayne State University:
1268 —Graduate School
1114 —Law School
1949 —Medical School
1898 —Undergraduate
1941 West Shore Community College
1902 Western Michigan University
1187 William Tyndale College

MINNESOTA

6014 Augsburg College
6676 Bemidji State University
6038 Bethel College
6081 Carleton College
6104 College of Saint Benedict
6105 College of Saint Catherine
6107 College of Saint Scholastica
6108 College of Saint Teresa
6110 College of Saint Thomas
6113 Concordia College, Moorhead
6114 Concordia College, St. Paul
8435 Dr Martin Luther College
6253 Gustavus Adolphus College
6265 Hamline University
6390 Macalester College
6677 Mankato State University
6411 Minneapolis C. of Art & Design
6678 Moorhead State University
6505 North Central Bible College
6489 Northwestern College
6516 Northwestern Coll. of Chiropractic
6679 Saint Cloud State University
7828 Saint John's Preparatory School
6624 Saint John's University
6632 Saint Mary's College
6638 Saint Olaf College
9706 Saint Paul Area Voc. Tech. Inst
6639 Saint Paul Bible College

MISSISSIPPI

0320 Board of Trustees, Jackson
1008 Alcorn State University
1055 Belhaven College
1066 Blue Mountain College
1122 Clarke College
1126 Coahoma Junior College
1142 Copiah-Lincoln Junior College
1183 Delta State University
1296 Hinds Junior College
1299 Holmes Junior College
1341 Jackson State University
1347 Jones County Junior College
1450 Mary Holmes College
1471 Millsaps College
1477 Mississippi College
1742 Mississippi Delta Junior College
1480 Mississippi State University
1481 Mississippi Univ. for Women
1482 Mississippi Valley State Univ.
1562 Northwest Mississippi Jr. Coll.
1669 Rust College
1807 Tougaloo College
University of Mississippi:
1879 —Medical Center
1840 —Oxford/University
1479 Univ. of Southern Mississippi, Hattiesburg
1858 Utica Junior College
1907 William Carey College

MISSOURI

6109 Avila College
6085 Central Bible College
6089 Central Methodist College
6090 Central Missouri State Univer.
6095 Columbia College

6123 Calvin-Stockton College
DeVry Institute of Technology
6092 —Continuing Students
0347 —New/Transfer Students
6169 Drury College
6198 Evangel College
6216 Fontbonne College
6269 Harris-Stowe State College
6330 Kansas City Art Institute
6338 Kemper Military Junior College
6366 Lincoln University
6367 Lindenwood College
6352 Logan College of Chiropractic
6436 Maple Woods Community Coll.
6399 Maryville College
6413 Missouri Valley College
6625 Missouri Western State College
6483 Northeast Missouri State Univ.
6488 Northwest Missouri State Univ
6574 Park College
6324 Penn Valley Community College
6812 Research College of Nursing
6611 Rockhurst College
6626 Saint Louis College of Pharmacy
Saint Louis Community College
6225 —Florissant Valley
6226 —Forest Park
6430 —Meramec
6629 Saint Louis University
6720 —School of Medicine
9717 Saint Luke's Hosp., Kansas City
6655 Southeast Missouri State Univ
6665 Southwest Missouri State Univ.
6683 Stephens College
6816 Tarkio College
7850 Trend International Beauty College
University of Missouri:
6875 —Columbia
6872 —Kansas City
6889 —St. Louis
6929 Washington University
6833 Webster University
6837 Westminster College
6841 William Jewell College
6844 William Woods College

MONTANA

4041 Carroll College
4058 College of Great Falls
4280 Dawson Community College
4298 Eastern Montana College
4317 Flathead Valley Community Coll.
4454 Helena Vocational Tech. Center
4081 Miles Community College
4487 Montana College of Mineral Science & Technology
4488 Montana State Univ., Bozeman
4538 Northern Montana College
4660 Rocky Mountain College
4782 Salish Kootenai Comm. College
4489 University of Montana, Missoula
4945 Western Montana College

NEBRASKA

6053 Bellevue College
6066 Bishop Clarkson Coll. of Nursing
6058 Bryan Memorial Hospital
Central Community College:
6584 —Columbus
6346 —Grand Island
6136 —Hastings
6466 Chadron State College
6106 College of Saint Mary
6116 Concordia Teachers College
6121 Creighton University
7177 —School of Dentistry
7220 —School of Law
6139 —School of Medicine
7221 —School of Pharmacy & Allied Health Professions
6167 Dana College
6185 Doane College
6270 Hastings College
6467 Kearney State College
6348 Lincoln School of Commerce
6401 McCook Community College
Metropolitan Technical Comm. College:
6538 —Elkhorn Valley
6458 —Fort Omaha
7591 —South Omaha
6406 Midland Lutheran College
6497 Mid Plains Comm. College
6503 Nebraska Christian College
6470 Nebraska Wesleyan University
6473 Northeast Tech. Comm. College
6468 Peru State College
Southeast Community College:
6491 —Beatrice
6349 —Lincoln
6502 —Milford
University of Nebraska:
6877 —Lincoln
6496 —Medical Center
6420 —Omaha
6886 —School of Tech. & Agr
6469 Wayne State College

NEVADA

University of Nevada:
4861 —Las Vegas
4844 —Reno
4972 Western Nevada Comm. College

NEW HAMPSHIRE

3694 Antioch Univ. New England
3310 Castle Junior College
3281 Colby-Sawyer College
3304 Concord Hospital
3648 Daniel Webster College
3351 Dartmouth College
3395 Franklin Pierce College
3677 Hawthorne College
3452 Hesser College, Manchester
3472 Keene State College
3553 McIntosh College
3657 New England College
3649 New Hampshire College
3647 New Hampshire Technical Inst
New Hampshire Voc. Tech. College
3646 —Berlin
3684 —Claremont
3683 —Laconia
3660 —Manchester
3643 —Nashua
3681 —Stratham
3670 Notre Dame College
3690 Plymouth State College
9129 Polytechnic Institute of New England
3728 Rivier College
3748 Saint Anselm College
3918 University of New Hampshire
3912 —Manchester
3977 White Pines College

NEW JERSEY

2268 Ann May School of Nursing
2024 Atlantic Community College
2032 Bergen Community College
2838 Bergen County Tech. Inst
2061 Berkeley School, Little Falls
2044 Bloomfield College
2181 Brookdale Community College
2180 Burlington County College
2072 Caldwell College
2121 Camden County College
2080 Centenary College
2139 Christ Hospital
2107 Clara Maass Memorial Hosp
2090 College of Saint Elizabeth
2124 County College of Morris
2118 Cumberland County College
DeVry Technical Institute:
2203 —Continuing Students
0341 —New/Transfer Students
2193 Drew University
2239 Elizabeth Gen. Medical Center
2219 Englewood Hospital Association
2237 Essex County College
Fairleigh Dickinson University:
2232 —Edward Williams College
2262 —Madison
2255 —Rutherford/Wayne
2249 —School of Dentistry
2263 —Teaneck
2321 Felician College
2274 Georgian Court College
2515 Glassboro State College
2281 Gloucester County College
2304 Holy Name Hospital
2291 Hudson County Community Coll.
2322 Immaculate Conception Seminary
2516 Jersey City State College
8837 Katharine Gibbs Sch., Montclair
2517 Kean College of New Jersey
2393 Lincoln Technical Inst., Union
2444 Mercer County Community Coll
2441 Middlesex County College
2416 Monmouth College
2520 Montclair State College
2427 Mountainside Hospital
2452 Muhlenburg Hospital
2513 New Jersey Inst. of Technology
2612 New Jersey League for Nursing
2566 Northeastern Bible College
2630 Ocean County College
2694 Passaic Co. Community College
2672 Princeton University
2884 Ramapo College of New Jersey
2758 Rider College
Rutgers The State University:
2737 —Rutgers ALL New Brunswick Colleges (Cook, Douglass, Engineering, Livingston, Mason Gross School, Pharmacy, Rutgers)
2092 —Camden College of Arts and Sciences
2512 —Newark College of Arts and Sciences and Nursing
2875 Saint Francis Comm. Health Ctr., Jersey City
2806 Saint Peter's College
2868 Salem Community College
2811 Seton Hall University
2826 —School of Law
2867 Somerset County College
2819 Stevens Institute of Technology
2889 Stockton State College
2911 Teterboro Sch. of Aeronautics
2748 Thomas A. Edison State College
2519 Trenton State College
2921 Union County College
2578 Univ. of Medicine & Dentistry of N.J., Newark
2930 Upsala College
2722 Warren County Community Coll
2974 Westminster Choir College
2518 William Paterson Coll. of N. J
2629 Winifred B. Baldwin School of Nursing

NEW MEXICO

4220 Albuquerque Tech. Voc. Sch
4676 College of Santa Fe
4781 Dona Ana Branch Comm. College
Eastern New Mexico University
4290 —Clovis
4299 —Portales
4662 —Roswell
7469 Institute of American Indian Arts
4375 Kay Pardoll's Albuquerque Beauty College
4422 Luna Voc. Tech. School
4532 New Mexico Highlands Univ
4533 New Mexico Institute of Mining & Tech
4553 New Mexico Junior College
4534 New Mexico Military Institute
New Mexico State University:
4012 —Alamogordo
4547 —Carlsbad
4552 —Grants
4531 —Las Cruces
4560 Northern New Mexico Comm. Coll.
9540 Roswell College of Cosmetology
4737 Saint John's College
4732 San Juan College
4816 Santa Fe Community College
9842 Southwestern Indian Polytechnic Institute
University of New Mexico:
4845 —Albuquerque
4889 —School of Medicine
4895 —Gallup
4809 —Los Alamos
4810 —Valencia County
4535 Western New Mexico University

NEW YORK

2003 Adelphi University
2017 Adirondack Community College
2018 Albany Business College (not SUNY — Albany)
2013 Albany College of Pharmacy
2522 Alfred State College
2005 Alfred University
2603 American Acad. of Dramatic Arts
2016 Arnot-Ogden Memorial Hospital
2037 Bard College
2038 Barnard College
2264 Berkeley School, White Plains
2901 Bergeus College
Briarcliffe School:
2605 —Hicksville
7107 —Lynbrook
8275 —Patchogue
2048 Broome Community College
Bryant & Stratton Business Institute:
2058 —Buffalo
8239 —Rochester
2720 Bryant & Stratton Powelson Business Institute
2073 Canisius College
2075 Cathedral College of the Immaculate Conception
2010 Cayuga County Community Coll.
2078 Clarkson College
2601 Central City Business Institute
2390 Circle in the Square Theatre Sch
Clarkson University:
2084 —Continuing and Returning Students
0707 —New Freshmen
2266 —New Transfers
2315 —The Clarkson School
2135 Clinton Community College
2086 Colgate University
2001 College of Aeronautics
2112 College of Insurance
2088 College of Mount Saint Vincent
College of New Rochelle:
7183 —Graduate
7182 —New Resources
7191 —School of Nursing
2089 —Undergraduate
2081 College of Saint Rose
Columbia University:
2116 —Columbia College
2120 —Graduate School
2094 —Sch. of Dental & Oral Surgery
2111 —School of Engineering and Applied Science
2095 —School of General Studies
2142 —School of Nursing
2905 —Teachers College
2138 Columbia-Greene Comm. Coll.
2134 Community Coll. of the Finger Lakes
2096 Concordia College
2097 Cooper Union
2098 Cornell University
2170 —Law School
2106 Corning Community College
2109 Crouse-Irving Memorial Hosp
3301 Dowling Institute of America
2782 Daemen College
2349 Dance Theater of Harlem
2190 Dominican College of Blauvelt
2011 Dowling College
2198 Dutchess Community College
2197 D'Youville College
2224 Eastman School of Music
Elizabeth Seton College:
2231 —Day RN, LPN
9931 —Weekend/Evening
2226 Elmira College
Erie Community College:
2213 —City Campus
2228 —North Campus
2211 —South Campus
2257 Fashion Institute of Technology
3142 Five Towns College
Fordham University:
3031 —Lincoln Center Campus
2259 —Rose Hill Campus
2248 Friends World College
2254 Fulton-Montgomery Comm. Coll
2272 Genesee Community College
8775 Grumman Data Systems Institute
2286 Hamilton College
2288 Hartwick College
2316 Herkimer County Comm. College
2334 Hilbert College
2294 Hobart College
2295 Hofstra University
2299 Houghton College
2300 Hudson Valley Community Coll
2333 Interboro Med. Ctr. School of Nursing
2324 Iona College
2325 Ithaca College
2335 Jamestown Community College
2345 Jefferson Community College
2339 Jewish Theol. Sem. of America
2340 Juilliard School
2343 Junior College of Albany
2355 Katharine Gibbs School, N.Y.C.
2350 Keuka College
2352 King's College
8940 Kinsley Business Institute
2380 Laboratory Institute of Mose
2366 Le Moyne College
2377 Long Island College Hospital
Long Island University:
2604 —Brentwood
2368 —Brooklyn
2070 —C.W. Post Center
2853 —Southampton
2395 Manhattan College, Riverdale
2398 Manhattan School of Music
2397 Manhattanville College, Purchase
2398 Mannes College of Music
Mans College of Albany:
2434 —Day
2564 —Evening and Weekend
2435 Maria Regina College
9957 —Weekend College
2400 Marist College
2406 Marymount College, Tarrytown
2405 Marymount Manhattan College, New York City
2436 Mater Dei College
2422 Medaille College
2430 Merce Cunningham Studio
2409 Mercy College
2456 Millard Fillmore Hospital
2414 Mohawk Valley Community Coll
2415 Molloy College
Monroe Business Institute:
2463 —Bronx
2465 —New Rochelle
2429 Monroe Community College
2423 Mount Saint Mary College
2455 Mount Vernon Hosp. Sch. Nursing
2563 Nassau Community College
2559 National Shakespeare Company Conservatory
2511 Nazareth College of Rochester
New School for Social Research:
2521 —Graduate
9384 —Undergraduate
2189 New York Chiropractic College
2550 New York City Tech. College (Both Campuses)
2561 New York Inst. of Technology, All Campuses
2501 New York Philharmonic
New York University:
2565 —Continuing Undergraduates only
2562 —New Freshmen and Transfers only
—Graduate Students only:
2596 —Arts & Sciences
2597 —Dentistry (DDS)
2598 —Dentistry (other)
2569 —Gallatin Division
2507 —Public Administration
2508 —School of the Arts
2582 —School of Business Admin.
2556 —School of Educ., Health, Nursing & Arts Prof.
2581 —School of Medicine
2506 —Social Work
2568 Niagara County Community Coll
2558 Niagara University
2571 North Country Community Coll
2560 Nyack College
2623 Ohean Business Institute
2627 Onondaga Community College
2625 Orange County Community Coll
Pace University:
New York City
2478 —Graduate
2635 —Undergraduate
Pleasantville/Briarcliff
2548 —Graduate
2685 —Undergraduate
White Plains
2644 —Graduate
2844 —Law
2278 —Undergraduate
2638 Parsons School of Design
2640 Paul Smith's Coll. of Arts & Sci
2031 Phillips Beth Israel Medical Center
Polytechnic University:
2668 —Brooklyn
2695 —Farmingdale
2669 Pratt Institute
2776 Rabbinical Seminary of America
2757 Rensselaer Polytechnic Institute
7741 Riverside School of Aeronautics
2759 Roberts Wesleyan College
2760 Rochester Inst. of Technology
9926 —National Technical Institute for the Deaf
2767 Rockland Community College
2764 Russell Sage College
2783 Saint Bonaventure University
2847 Saint Elizabeth Hospital
2796 Saint Francis College
2798 Saint John Fisher College
2894 Saint John's Riverside Hosp. Cochran School of Nursing
2799 Saint John's University
Saint Joseph's College:
2802 —Brooklyn
2841 —Patchogue
2825 Saint Joseph's Hosp. Health Ctr
2805 Saint Lawrence University
9741 Saint Luke's Memorial Hospital Ctr. Diagnostic Radiography
2857 Saint Mary's Hosp. Sch. of Nursing
2807 Saint Thomas Aquinas College
2834 Saint Vincent's Hospital (Christopher St.)
2749 Saint Vincent's School of Nursing
2810 Sarah Lawrence College
2879 Schenectady Co. Comm. College
2835 School of Visual Arts
2814 Siena College
2837 Sisters of Charity Hospital
2815 Skidmore College
State University of New York:
2524 —Agr. & Tech. College at Cobleskill
2525 —Agr. & Tech. College at Delhi
2527 —Agr. & Tech. Coll. at Morrisville
2532 —Center at Albany
2535 —Center at Binghamton
2925 —Center at Buffalo/Amherst
2925 —Health Science Center
2548 —Center at Stony Brook
2891 —Health Science Center
7481 —Sch. of Dental Medicine
7462 —Sch. of Medicine
2537 —College at Brockport
2533 —College at Buffalo (1300 Elmwood)
2538 —College at Cortland
2539 —College at Fredonia
2540 —College at Geneseo
2541 —College at New Paltz
2866 —College at Old Westbury
2542 —College at Oneonta
2543 —College at Oswego
2544 —College at Plattsburgh
2545 —College at Potsdam
2878 —College at Purchase
2530 —College of Environmental Science & Forestry
2522 —College of Technology at Alfred
2523 —College of Technology at Canton
2526 —College of Tech. at Farmingdale
2896 —College of Technology at Utica
2534 —Downstate Medical Center
2214 —Empire State College
2547 —Health Science Center at Syracuse
2536 —Maritime College
Suffolk County Community College:
2849 —Brentwood Western Campus
2846 —Riverhead Eastern Campus
2827 —Selden Ammerman Campus
2855 Sullivan County Comm. College
2823 Syracuse University
7833 —College of Law
2913 Tobe-Coburn Sch. for Fashion Careers
2904 Tompkins-Cortland Comm. Coll
2902 Touro College
2914 Traphagen School of Fashion
2856 Trocaire College
2938 Ulster County Community Coll
2920 Union College & University
2928 University of Rochester
2932 Utica College of Syracuse Univ
2956 Vassar College
2962 Villa Maria College
4152 Vocational Ed. & Extension Bd
2965 Wadhams Hall Seminary College
2966 Wagner College
2971 Wells College
Westchester Business Institute
3853 —Day
9865 —Evening/Weekend
2972 Westchester Community College
2978 William Smith College
3258 Wood School
7974 Word Life Bible Institute
2765 Yeshiva Chofetz Chaim Radin
2990 Yeshiva University

NORTH CAROLINA

5732 American Bus. & Fashion Inst
5010 Appalachian State University
5016 Atlantic Christian College
5052 Barber-Scotia College
5086 Beaufort County Comm. College
5055 Belmont Abbey College
5058 Bennett College
5077 Blanton's Junior College
5043 Blue Ridge Technical College
5067 Brevard College
5136 Cabarrus Memorial Hospital
5100 Campbell University
5094 Cape Fear Technical Institute
5103 Catawba College
5102 Central Piedmont Comm. College
5107 Chowan College
5134 Coastal Carolina Comm. College
5150 Davidson College
5158 Duke University
5152 —School of Medicine
5180 East Carolina University
5721 —School of Medicine
5629 Elizabeth City State University
5183 Elon College
5212 Fayetteville State University
5208 Fayetteville Technical Institute
5242 Gardner-Webb College
5262 Gaston College
5260 Greensboro College
5261 Guilford College
5275 Guilford Technical Comm. College
5301 Hardbarger Jr. Coll. of Business
5293 High Point College
5348 John Wesley College
5333 Johnson C. Smith University
5351 Johnston Technical College
5364 Lees-McRae College
5378 Lenoir Community College
5365 Lenoir-Rhyne College
5367 Livingstone College
5369 Louisburg College
5395 Mars Hill College
5410 Meredith College
5426 Methodist College
5423 Montreat-Anderson College
5435 Mount Olive College
5003 North Carolina A & T State Univ
5485 North Carolina Central University
0388 North Carolina Loans-Health Science/Mathematics
5512 North Carolina Sch. of the Arts
5496 North Carolina St. Univ., Raleigh
5501 North Carolina Wesleyan College
5533 Peace College
5534 Pembroke State University
5536 Pfeiffer College
5558 Pitt Community College
5560 Queens College
5588 Richmond Technical College
5582 Rockingham Community College
5214 Saint Andrews Presbyterian Coll
5596 Saint Augustine's College
5600 Saint Mary's College
5607 Salem College
5612 Shaw University
5651 Southeastern Community College
5667 Southwestern Technical College
5644 Stanly Technical College
5656 Surry Community College
5785 Tri-County Community College
University of North Carolina:
5013 —Asheville
5816 —Chapel Hill
5752 —Medicine
5105 —Charlotte
5813 —Greensboro
5907 —Wilmington
5885 Wake Forest University
5084 —Bowman Gray Sch. of Med
5937 —School of Law
5928 Wake Technical College
5888 Warren Wilson College
5897 Western Carolina University
5921 Wilkes Community College
5908 Wingate College
5909 Winston-Salem State University

NORTH DAKOTA

0018 North Dakota Student Financial Assistance Program
6428 University of Mary
6474 North Dakota State University
6878 University of North Dakota, Grand Forks

OHIO

Antioch University:
1017 —Antioch College
1652 —Antioch International
1002 Art Academy of Cincinnati
1021 Ashland College
3866 ATES Technical Institute
3203 Autman Hospital
1050 Baldwin-Wallace College
1072 Belmont Technical College
3239 Bethesda Hospital
1067 Bluffton College
1069 Bowling Green State University, Bowling Green
1099 Capital University
1105 Case Western Reserve University
1105 —Nursing (N.D. only)
3264 — Nursing (MSN and Ph.D. only)
1104 — School of Medicine
1151 Cedarville College
1086 Central Ohio Technical College
1107 Central State University
1091 Cincinnati Bible Seminary
1084 Cincinnati Technical College
1127 Clark Technical College
1152 Cleveland Institute of Art
1124 Cleveland Institute of Music
1221 Cleveland State University
1129 College of Mount Saint Joseph
1134 College of Wooster
1085 Columbus Coll. of Art & Design
1148 Columbus State Community Coll.
8417 Community Hospital of Springfield and Clark County
Cuyahoga Community College
1978 — Eastern
1159 —Metropolitan
1985 —Western
1162 Defiance College
1164 Denison University
DeVry Institute of Technology
1605 —Continuing Students
0344 —New Transfer Students
1178 Dyke College
1191 Edison State Community College
3253 Electronic Technology Institute
1219 Fairview General Hospital
1223 Findlay College
1133 Franciscan Univ. of Steubenville
1229 Franklin University
1259 Good Samaritan Hospital
1292 Heidelberg College
1297 Hiram College
1822 Hocking Technical College
1333 Jefferson Technical College
1342 John Carroll University
Kent State University:
1814 —E. Liverpool
1367 —Kent
1381 —Warren
1370 Kenyon College
1386 Kettering College of Medical Arts
1391 Lake Erie College
1422 Lakeland Community College
1241 Lima Technical College
1417 Lorain County Community Coll
1427 Lourdes College
1439 Malone College
1444 Marietta College
1463 Miami Univ. (all campuses)
1502 Mount Carmel Hospital
1492 Mount Union College
1531 Mount Vernon Nazarene College
1535 Muskingum Area Technical Coll
1496 Muskingum College
1575 North Central Technical College
1235 Northwest Technical College
3260 Northwestern Business College
1566 Notre Dame College
1587 Oberlin College
4428 Ohio Diesel Technical Institute
1131 Ohio Dominican College
1591 Ohio Northern University
1592 Ohio State University
Ohio University:
1593 —Athens
9437 —Belmont
9494 —Chillicothe
0219 —Ironton
9682 —Lancaster
9761 —Portsmouth
9909 —Zanesville
1611 Ohio Valley Hospital
1594 Ohio Wesleyan University
1597 Otterbein College
1643 Owens Technical College
1348 Pontifical College Josephinum
9443 Providence Hospital
1660 Rabbinical College Telshe
1663 Rio Grande College
1695 Saint Elizabeth Hosp. Med. Ctr
1698 Saint Thomas Medical Center
1754 Saint Vincent Charity Hospital
3241 Saint Vincent Medical Center
1680 Sawyer College of Business
1790 Shawnee State Comm. College
1720 Sinclair Community College
1794 Southern Ohio College
1752 Southern State Comm. College
1588 Stark Technical College
1817 Tiffin University
1823 Toledo Hospital
1829 University of Akron
1833 University of Cincinnati
1834 University of Dayton
1845 University of Toledo
1847 Urbana University
1848 Ursuline College
9851 Virginia Marti Fashion Institute
1926 Walsh College
1906 Wilberforce University
1909 Wilmington College
1922 Wittenberg University
1179 Wright State University, Dayton
1965 Xavier University
1975 Youngstown State University

OKLAHOMA

6030 Bacone College
6080 Cameron University
6091 Central State University
6117 Connors State College
6211 Flaming Rainbow University
6361 Langston University
6257 Mid-America Bible College
6484 Northeastern Oklahoma A & M College
6485 Northeastern State University
6640 Oklahoma City Community College
6543 Oklahoma City University
Oral Roberts University:
7492 —Graduate School
7493 —Medical School
6552 —Undergraduate Division
6579 Phillips University
6559 Rose State College
6016 Southern Nazarene University
6613 Southwestern Oklahoma St. Univ.
6749 Spartan School of Aeronautics
6839 Tulsa Junior College
6879 Univ. of Oklahoma, Norman
6902 —Health Science Center
6883 University of Tulsa

OREGON

8104 A Art College Beauty
4231 Bassist College
4025 Blue Mountain Comm. College

Financial Aid Form—School Year 1988-89

NY 43

Warning: If you use this form to establish eligibility for federal student aid and you purposely give false or misleading information, you may be subject to a $10,000 fine, a prison sentence, or both.

Section A—Student's Identification Information

1. **Student's name** Last ____ First ____ M.I. ____

2. **Student's permanent mailing address** (Mail will be sent to this address. See front cover for state abbreviation.) Number, street, and apartment number ____ City ____ State ____ Zip Code ____

3. **Student's social security number** ___-___-___

4. **Student's date of birth** Month ____ Day ____ Year ____

5. **Student's home telephone** Area Code ____ Number ____

6. **Student's title** (optional) 1 ☐ Mr 2 ☐ Miss, Ms., or Mrs.

7. a. **Student's state of legal residence** ____

   b. **Date student began living in that state** Month ____ Year ____

Section B—Student's Other Information

8. a. **The student is** (Check only one box.)
   1 ☐ a U.S. citizen
   2 ☐ an eligible noncitizen (See instructions.)
   3 ☐ none of the above (See instructions.)

   b. **If the student is an eligible noncitizen, give his or her Alien Registration Number.** ____

9. **The student is** (Check only one box.)
   1 ☐ unmarried (single, divorced, or widowed)
   2 ☐ married
   3 ☐ separated

10. **Student's high school code number** (If you are now in high school, give your high school 6-digit code number.) ____

11. **Student's expected enrollment status during the 1988-89 school year** (Check only one box.)
    1 ☐ Full-time
    2 ☐ At least half-time but less than full-time
    3 ☐ Less than half-time

12. **Student's expected year in college during 1988-89** (Check only one box.)
    1 ☐ 1st
    2 ☐ 2nd
    3 ☐ 3rd
    4 ☐ 4th
    5 ☐ 5th or more undergraduate
    6 ☐ first year graduate or professional (beyond a bachelor's degree)
    7 ☐ continuing graduate or professional

13. **Student's course of study code** (See instructions.) ____

14. **Student's expected date of completion of current college degree or certificate** Month ____ Year ____

15. **Will the student have a first bachelor's degree by July 1, 1988?** Yes ☐ 1 No ☐ 2

16. a. **Has the student attended any college or school beyond high school?** Yes ☐ 1 No ☐ 2

    b. **If yes, list all colleges or schools, including city and state, that the student has attended, up to and including the present. If you need more space, see Section P.**

Name, city, and state of college	Attended at least half-time?	Period of attendance From (mo./yr.)	Period of attendance To (mo./yr.)	CSS Code Number
	Yes ☐ No ☐			
	Yes ☐ No ☐			
	Yes ☐ No ☐			

17. a. **Student's driver's license number** ____

    b. **State that issued the above student's driver's license number** ____ State

See instructions before answering 18 and 19.

18. **Is the student or the student's spouse a dislocated worker?** Yes ☐ 1 No ☐ 2

19. **Is the student or the student's spouse a displaced homemaker?** Yes ☐ 1 No ☐ 2

Section C—Student's 1987 Income & Expenses

If you are married, include your spouse's information in Sections C and D.

20. **The following 1987 U.S. income tax return figures are** (Check only one box.)
    1 ☐ from a completed IRS Form 1040EZ or 1040A. Go to 21.
    2 ☐ from a completed IRS Form 1040. Go to 21.
    3 ☐ estimated. Will file IRS Form 1040EZ or 1040A. Go to 21.
    4 ☐ estimated. Will file IRS Form 1040. Go to 21.
    5 ☐ a tax return will not be filed. Skip to 25.

Tax Filers Only

21. **1987 total number of exemptions** (IRS Form 1040—line 6e, 1040A—line 5e, or 1040EZ—see instructions) 21. ____

22. **1987 income from IRS Form 1040—line 30, 1040A—line 12, or 1040EZ—line 3** (Use the worksheet in the instructions.) 22. $ ____.00

23. **1987 U.S. income tax paid** (IRS Form 1040—line 47, 1040A—line 20, or 1040EZ—line 9) 23. $ ____.00

24. **1987 itemized deductions** (IRS Form 1040, Schedule A—line 26. Write in "0" if deductions were not itemized.) 24. $ ____.00

25. **1987 income earned from work by student** (See instructions.) 25. $ ____.00

26. **1987 income earned from work by spouse** (See instructions.) 26. $ ____.00

27. **1987 untaxed income and benefits**

    a. **Social security benefits** 27a. $ ____.00

    b. **Aid to Families with Dependent Children** (AFDC or ADC) b. $ ____.00

    c. **Child support received for all children** c. $ ____.00

    d. **Other untaxed 1987 income and benefits from worksheet in instructions** (Explain in Section P.) d. $ ____.00

28. **1987 medical and dental expenses not paid by insurance** 28. $ ____.00

29. **1987 elementary, junior high, and high school tuition for dependent children**

    a. **Amount paid** (Don't include any tuition paid for the student.) 29a. $ ____.00

    b. **For how many dependent children?** (Don't include the student.) b. ____

Section D—Student's Assets

30. **Cash, savings, and checking accounts** $ ____.00

31. **Home** (Renters write in "0.")
    What is it worth now? $ ____.00
    What is owed on it? $ ____.00

32. **Other real estate and investments**
    What is it worth now? $ ____.00
    What is owed on it? $ ____.00

33. **Business and farm**
    What is it worth now? $ ____.00
    What is owed on it? $ ____.00

34. **Does any part of 33 include a farm?** Yes ☐ 1 No ☐ 2

Section E—Student's Expected Veterans Benefits

July 1, 1988—June 30, 1989

35. **Student's veterans GI Bill and Dependents Educational Assistance Benefits**
    Amount per month $ ____.00 Number of months ____

36. **Student's veterans VA Contributory Benefits (VEAP)**
    Amount per month $ ____.00 Number of months ____

Section N—Student's Financial Aid Preferences

86. During the 1988-89 school year, student wants financial aid — from Month ___ Year ___ through Month ___ Year ___

87. Check the student's preference for work or loan assistance. (Check only one box.) 1 ☐ Part-time job 2 ☐ Part-time job and loan 3 ☐ Loan 4 ☐ No preference

88. Is the student currently in default on an educational loan (GSL, SLS/PLUS/ALAS, NDSL/Perkins, ICL, etc.)? Yes ☐ 1 No ☐ 2

89. Does the student owe a refund on a federal grant (Pell, SEOG, SSIG, etc.)? Yes ☐ 1 No ☐ 2

90. a. If it is necessary to borrow money to pay for educational expenses, does the student wish to be considered for: (Check only one box.) 1 ☐ GSL only 2 ☐ GSL and SLS 3 ☐ SLS only 4 ☐ None of the above

(If you checked 1, 2, or 3 above, your FAF information will be sent to the New York State Higher Education Services Corporation [NYSHESC].)

b. If the student wants a GSL and knows the amount he/she wishes to borrow, write in that amount. (If not sure, leave blank.) $ .00

c. Does the student currently have a student loan guaranteed by New York State (NYHEAC or NYSHESC)? Yes ☐ 1 No ☐ 2

91. GSL and/or ALAS/SLS information

a. Total unpaid balance on all GSL loans (See the worksheet in the instructions. If you answer "0," skip to 91h.) $ .00

b. Total unpaid balance on most recent GSL loan $ .00

c. Interest rate of most recent GSL loan (Check only one box.) 1 ☐ 7% 2 ☐ 8% 3 ☐ 9%

d. Loan period of most recent GSL loan — from Month ___ Year ___ through Month ___ Year ___

e. Class level in which the student received the most recent GSL loan (Give number code from page 2 of the NYSHESC instructions.) ___

f. GSL amount borrowed from a state or agency other than NYSHESC during 1988-89 $ .00

g. Total unpaid balance on all GSL loans from another state or agency $ .00

h. ALAS/SLS amount borrowed from a state or agency other than NYSHESC during 1988-89 $ .00

i. Total unpaid balance on all ALAS/SLS loans from another state agency $ .00

Section O—Student's Colleges & Programs

92. List names and CSS code numbers of the colleges and programs that are to get information from this form. Give the correct housing code. Don't list state scholarship agencies or federal student aid programs. Be sure you enclose the right fee. See the instructions and 93 to the right.

Name	City and State	CSS Code No.	Housing Code*

*Housing Codes for 1988-89 (Enter only one code for each college.): 1 = With parents 2 = Campus housing 3 = Off-campus housing

93. a. Fee: Check the box that tells how many colleges and programs are listed in 92. 1 ☐ $7.50 2 ☐ $13.00 3 ☐ $18.50 4 ☐ $24.00 5 ☐ $29.50 6 ☐ $35.00 7 ☐ $40.50 8 ☐ $46.00

Mail this form with a check or money order for the right amount made out to the College Scholarship Service. This form will be returned to you if no fee is enclosed.

b. Do you give CSS permission to send information from this FAF to the New York State Higher Education Services Corporation (NYSHESC) as application for the Tuition Assistance Program (TAP) and other state grant and scholarship programs administered by NYSHESC? Yes ☐ 1 No ☐ 2

By checking "Yes" you also authorize the NYS Department of Taxation and Finance to release to NYSHESC certified copies of your personal tax returns for all periods reported in Section O below.

94. Do you give CSS permission to send information from this form to the U.S. Department of Education? (Check "Yes" if you want to be considered for a Pell Grant and other federal student financial aid.) Yes ☐ 1 No ☐ 2

95. Do you give the U.S. Department of Education permission to send family and financial information from this form to:

a. the financial aid agency in your state? Yes ☐ 1 No ☐ 2

b. the first college (or its representative) in 92? Yes ☐ 1 No ☐ 2

Note: Checking "Yes" to 95a and 95b will not meet the requirements of most states and colleges for applying for financial aid. See instructions.

Section P—Explanations/Special Circumstances

Use additional sheets of paper to explain any unusual expenses, educational and other debts, or special circumstances.

Section Q—State Questions

New York State Tuition Assistance Program (TAP)—To apply for a TAP Award, read the NYSHESC instructions and answer 96-103 below.

43

96. For the first college you listed in 92 above, check all the terms for which you are requesting payment during the 1988-89 school year.

1 ☐ Summer 1988 2 ☐ Fall 1988 3 ☐ Winter 1988-89 4 ☐ Spring 1989

97. If you are claiming that you are financially independent of your parents for purposes of New York State financial aid programs, read the NYSHESC instructions and complete the worksheet provided. Then check the appropriate box. 1 ☐ 2 ☐

98. If you and your spouse and/or your parents filed or will file a 1987 New York State income tax return, check box 1 or 2 below to indicate which form was filed, and write in the total income and number of exemptions from that form. If no New York State tax return was filed or will be filed, check box 3.

STUDENT/SPOUSE

a. Type of form: 1 ☐ NYS Fast Form (IT100, IT100R, IT100S) 2 ☐ NY Short or Long Form (IT200 or IT201) 3 ☐ No NYS Return Filed

b. Student's or total income from joint return $ .00 Number of exemptions ___

c. Spouse's income from separate return $ .00 Number of exemptions ___

d. Check the box if scholarship/fellowship funds were reported on a NY state tax return and have been subtracted from the student's income in 98b. ☐

PARENTS

e. Type of form: 1 ☐ NYS Fast Form (IT100, IT100R, IT100S) 2 ☐ NY Short or Long Form (IT200 or IT201) 3 ☐ No NYS Return Filed

f. Father's or total income from joint return $ .00 Number of exemptions ___

g. Mother's income from separate return $ .00 Number of exemptions ___

99. Parent's Income Exclusion (Read the NYSHESC instructions before answering this question.)

a. Father is: (Check only one box.) 1 ☐ Deceased 2 ☐ Divorced or separated — Month ___ Year ___

b. Mother is: (Check only one box.) 1 ☐ Deceased 2 ☐ Divorced or separated — Month ___ Year ___

c. Write in the amount of support received for you during 1987 from the parent whose income is to be excluded. (If none, write in "0.") $ .00

100. Will you be enrolled in a:

a. HEOP, EOP, SEEK, or CD program? Yes ☐ 1 No ☐ 2

b. Five-year bachelor's degree program? Yes ☐ 1 No ☐ 2

101. Write in the amount of other 1988-89 expected educational aid from the worksheet in the NYSHESC instructions. $ .00

102. If the student is married, separated, or divorced, or if the student's spouse is deceased, give:

a. Spouse's social security number ___ - ___ - ___

b. Date of marriage OR Date of separation or divorce (If a separation came before divorce, give date of separation.) OR Date spouse died — Month ___ Year ___

103. How many dependent children does the student have? (If none, write in "0.") ___

Certification: All of the information on this form is true and complete to the best of my knowledge. If asked by an authorized official, I agree to give proof of the information that I have given on this form. I realize that this proof may include a copy of my U.S., state, or local income tax returns. I also realize that if I don't give proof when asked, the student may not get aid.

Don't complete, sign, or date before January 1, 1988.

1 Student's signature ___ 2 Student's spouse's signature ___

3 Father's signature ___ 4 Mother's signature ___

Date this form was completed: Month ___ Day ___ 1 ☐ 1988 2 ☐ 1989 Year

Write in the month and day. Check the year completed.

When you are done, make a copy of this form for your records.

Section I—Information about Parents

56. Check one box:
☐ father ☐ stepfather ☐ legal guardian ☐ other (Explain in Section P.)
a. Name (Last / First)
b. Street address
c. City/State/Zip
d. Occupation/Employer
e. Social security number ___-___-____

57. Check one box:
☐ mother ☐ stepmother ☐ legal guardian ☐ other (Explain in Section P.)
a. Name (Last / First)
b. Street address
c. City/State/Zip
d. Occupation/Employer
e. Social security number ___-___-____

58. Parents' current marital status is (Check only one box.)
1 ☐ single 2 ☐ married 3 ☐ separated 4 ☐ divorced 5 ☐ widowed

59. Age of the older parent is ___

60. Parents' state of legal residence is ___

61. Parents in college in 1988-89 (Check only one box.)
1 ☐ No parent will be in college at least half-time.
2 ☐ One parent will be in college at least half-time.
3 ☐ Both parents will be in college at least half-time.

62. Is either parent a dislocated worker? (See instructions.) Yes ☐ 1 No ☐ 2

63. Is either parent a displaced homemaker? (See instructions.) Yes ☐ 1 No ☐ 2

Section J—Parents' 1987 Income & Expenses

64. The following 1987 U.S. income tax return figures are (Check only one box.)
1 ☐ from a completed IRS Form 1040EZ or 1040A. Go to **65.**
2 ☐ from a completed IRS Form 1040. Go to **65.**
3 ☐ estimated. Will file IRS Form 1040EZ or 1040A. Go to **65.**
4 ☐ estimated. Will file IRS Form 1040. Go to **65.**
5 ☐ a tax return will not be filed. Skip to **69.**

Tax Filers Only

65. 1987 total number of exemptions (IRS Form 1040—line 6e, 1040A—line 5e, or 1040EZ—see instructions) ___

66. 1987 income from IRS Form 1040—line 30, 1040A—line 12, or 1040EZ—line 3 **66.** $ .00

Breakdown of income in **66**

a. Wages, salaries, tips (IRS Form 1040—line 7, 1040A—line 6, or 1040EZ—line 1) **66a.** $ .00

b. Interest income (IRS Form 1040—line 8, 1040A—line 7a, or 1040EZ—line 2) **b.** $ .00

c. Dividend income (IRS Form 1040—line 10, or 1040A—line 8) **c.** $ .00

d. Net income (or loss) from business, farm, rents, royalties, partnerships, estates, trusts, etc. (IRS Form 1040—lines 13, 17, and 18) If a loss, enter the amount in (parentheses). **d.** $ .00

e. Other taxable income such as alimony received, capital gains (or losses), pensions, annuities, etc. (IRS Form 1040—lines 11, 12, 14, 15, 16b, 19, 20b, 21, or 1040A—line 9) **e.** $ .00

f. Adjustments to income (IRS Form 1040—line 29, or 1040A—line 11c) **f.** $ .00

67. 1987 U.S. income tax paid (IRS Form 1040—line 47, 1040A—line 20, or 1040EZ—line 9) **67.** $ .00

68. 1987 itemized deductions (IRS Form 1040, Schedule A—line 26. Write in "0" if deductions were not itemized.) **68.** $ .00

69. 1987 income earned from work by father (See instructions.) **69.** $ .00

70. 1987 income earned from work by mother (See instructions.) **70.** $ .00

71. 1987 untaxed income and benefits

a. Social security benefits **71a.** $ .00

b. Aid to Families with Dependent Children (AFDC or ADC) **b.** $ .00

c. Child support received for all children **c.** $ .00

d. Other untaxed 1987 income and benefits from worksheet in instructions (Explain in Section P.) **d.** $ .00

72. 1987 medical and dental expenses not paid by insurance **72.** $ .00

73. 1987 elementary, junior high, and high school tuition for dependent children

a. Amount paid (Don't include any tuition paid for the student.) **73a.** $ .00

b. For how many dependent children? (Don't include the student.) **b.** ___

Section K—Parents' 1988 Expected Income

74. 1988 income earned from work by father $ .00

75. 1988 income earned from work by mother $ .00

76. 1988 other taxable income $ .00

77. 1988 untaxed income and benefits $ .00

Section L—Parents' Assets

	What is it worth now?	What is owed on it?
78. Cash, savings, and checking accounts	$ .00	XXXXXXXXXXX
79. Home (Renters write in "0.")	$ .00	$ .00
80. Other real estate	$ .00	$ .00
81. Investments	$ .00	$ .00
82. Business and farm	$ .00	$ .00

83. Does any part of **82** include a farm? Yes ☐ 1 No ☐ 2

84. If parents own home, give a. year purchased 19__ b. purchase price $ .00

Section M—Divorced, Separated, or Remarried Parents

(To be answered by the parent who completes this form, if the student's natural or adoptive parents are divorced or separated.)

85. a. Year of separation ___ Year of divorce ___

b. Other parent's name
Home address
Occupation/Employer

c. According to court order, when will support for student end? Month ___ Year ___

d. Who claimed student as a tax exemption for 1987?

e. Is there an agreement specifying a contribution for student's education? Yes ☐ 1 No ☐ 2

If yes, how much for the 1988-89 school year? $ .00

Continue on the next page

Write in student's last name

Section F—Student's (& Spouse's) Expected Income & Benefits (Don't include student financial aid or any of the benefits given in Section E.)

	Calendar Year 1988	Summer 1988	School Year 1988-89
37. 1988 income earned from work by student	$ .00		
38. 1988 income earned from work by spouse	$ .00		
39. 1988 other taxable income	$ .00		
40. 1988 untaxed income and benefits	$ .00		
41. Income earned from work by student		3 months $ .00	9 months $ .00
42. Income earned from work by spouse		3 months $ .00	9 months $ .00
43. Other taxable income		3 months $ .00	9 months $ .00
44. Untaxed income and benefits		3 months $ .00	9 months $ .00

Section G—Student's Status

45. a. Was the student born before January 1, 1965? (See answer to 4.) Yes ☐ 1 No ☐ 2

b. Is the student a veteran of the U.S. Armed Forces? Yes ☐ 1 No ☐ 2

c. Is the student a ward of the court or are both parents dead? Yes ☐ 1 No ☐ 2

d. Does the student have legal dependents other than a spouse? Yes ☐ 1 No ☐ 2

Before going on, read and follow the instructions at the right.

- If you answered "Yes" to **45a**, or **45b**, or **45c**, or **45d**, go to Section H and fill in the **GRAY** and the **WHITE** areas on the rest of the form. Some colleges may also ask you to complete the **GREEN** areas. **Don't answer 46, 47, 48, 49, or 50.**
- If you answered "No" to all of **45a, 45b, 45c,** and **45d** and you are:
  - —unmarried now and will be an undergraduate student in 1988-89, go to **46** and follow the directions given. Don't answer **50**.
  - —married now or will be a graduate/professional student in 1988-89, go to **50**. Don't answer **46, 47, 48,** or **49**.

Unmarried (Single, Divorced, Widowed, or Separated) Undergraduate Students

46. Was the student claimed by parents as an income tax exemption ...in 1988? Yes ☐ 1 No ☐ 2
...in 1987? Yes ☐ 1 No ☐ 2

If you answered "Yes" to any year in **46**, go to Section H and fill in the **GREEN** and the **WHITE** areas on the rest of the form. Skip **47, 48,** and **49**. If you answered "No" to both years in **46**, go to **47**.

47. Did the student receive federal student aid during the 1987-88 school year? Yes ☐ 1 Go to **48**
No ☐ 2 Go to **49**. Skip **48**.

48. Were the student's total resources $4,000 or more, not including parents' support ...in 1988? Yes ☐ 1 No ☐ 2
...in 1987? Yes ☐ 1 No ☐ 2

If you answered "Yes" to **48** for both years, go to Section H and fill in the **GRAY** and the **WHITE** areas on the rest of the form. Some colleges may also ask you to complete the **GREEN** areas.
If you answered "No" to any year in **48**, go to Section H and fill in the **GREEN** and the **WHITE** areas on the rest of the form.

49. Were the student's total resources $4,000 or more, not including parents' support ...in 1988? Yes ☐ 1 No ☐ 2
...in 1987? Yes ☐ 1 No ☐ 2

If you answered "Yes" to **49** for both years, go to Section H and fill in the **GRAY** and the **WHITE** areas on the rest of the form. Some colleges may also ask you to complete the **GREEN** areas.
If you answered "No" to any year in **49**, go to Section H and fill in the **GREEN** and the **WHITE** areas on the rest of the form.

Married Students or Graduate/Professional Students

50. Will the student be claimed by parents as an income tax exemption in 1988? Yes ☐ 1 No ☐ 2

If you answered "Yes" to **50**, go to Section H and fill in the **GREEN** and the **WHITE** areas on the rest of the form.

If you answered "No" to **50**, go to Section H and fill in the **GRAY** and the **WHITE** areas on the rest of the form. Some colleges may also ask you to complete the **GREEN** areas.

Section H—Household Information

Parents

51. Number of family members in 1988-89
Write in the total number of people that your parents will support in 1988-89. Always include the student and the parents. Include the parents' other children and other people only if they meet the definition in the instructions. You must list their names and give information about them in **55** below. ☐☐

52. Number of college students in 1988-89
Of the number in **51**, write in the number of family members who will be in college at least half-time. Include the student who is applying for aid. ☐☐

Student (and spouse)

53. Number of family members in 1988-89
Write in the total number of people that you will support in 1988-89. Include yourself and your spouse. Include your children and other people only if they meet the definition in the instructions. You must list their names and give information about them in **55** below. ☐☐

54. Number of college students in 1988-89
Of the number in **53**, write in the number of family members who will be in college at least half-time. Include yourself—the student who is applying for aid—and others who will be in college at least half-time. ☐☐

55. Family Members' Listing
Give information for all family members included in **51** and **53**.

The student is already listed on the first line. List only seven other family members on the lines to the right. If there are more than seven, list first those persons who will be in college at least half-time. List those over seven on a separate sheet and check this box. ☐

	Full name of family member	Age of person	Relationship to student (Use code below.)	Will this person attend college full time for at least one term in the 1988-89 school year? Yes	No	Name of the school or college this person will attend in the 1988-89 school year
1	**Student Applicant**			1 ☐	2 ☐	
2				1 ☐	2 ☐	
3				1 ☐	2 ☐	
4				1 ☐	2 ☐	
5				1 ☐	2 ☐	
6				1 ☐	2 ☐	
7				1 ☐	2 ☐	
8				1 ☐	2 ☐	

Use correct code from below.

1 = Student's parent/stepparent
2 = Student's brother or sister
3 = Student's husband or wife
4 = Student's son or daughter
5 = Student's grandparent
6 = Other (Explain in Section P.)

If you are answering the green and the white areas, go to page 3 and complete the rest of the form. If you are answering the gray and the white areas, go to page 4. Skip page 3.

4090 Central Oregon Comm College
4745 Chemeketa Community College
4111 Clackamas Community College
4089 Clatsop Community College
7433 College of Legal Arts
4093 Columbia Christian College
4078 Concordia College
4300 Eastern Oregon State College
4274 Eugene Bible College
4325 George Fox College
4407 Lane Community College
4384 Lewis and Clark College
4387 Linfield College
4333 —Linfield-Good Samaritan Nursing
4413 Linn-Benton Community College
4480 Marylhurst College
4508 Mount Hood Community College
4496 Multnomah School of the Bible
4543 Northwest Christian College
Oregon Health Sciences University
4871 —Dental School
4865 —Medical School
4900 —Other Programs
4587 Oregon Institute of Technology
4586 Oregon State Univ., Corvallis
4504 Pacific Northwest Coll. of Art
4601 Pacific University
7706 Phagans Beauty School
7708 Phagans Central Oregon Bty. Col.
7705 Phagans Gateway College Beauty
7709 Phagans Tigard Beauty School
4617 Portland Community College
4610 Portland State University
4884 Reed College
4653 Rogue Community College
4702 Southern Oregon State College
4729 Southwestern Oregon Comm. Coll.
9767 Springfield College of Beauty
4825 Treasure Valley Comm. College
4862 Umpqua Community College
4846 University of Oregon
4847 University of Portland
4595 Warner Pacific College
4956 Western Baptist College
4980 Western Business College
4585 Western Oregon State College
4979 Western States Chiroprac. Coll
4954 Wilamette University

PENNSYLVANIA

2004 Albright College
2006 Allegheny College
2021 Allentown College of Saint Francis de Sales
2431 Alvernia College
2608 Antioch University
8117 Art Institute of Philadelphia
2029 Art Institute of Pittsburgh
2036 Baptist Bible College
2039 Beaver College
2049 Bryn Mawr College
2059 Bryn Mawr Hospital
2050 Bucknell University
2066 Bucks County Community Col
2071 Cabrini College
2647 Carlow University of Pa.
2421 Carlow College
Carnegie-Mellon University
2074 —Undergraduate Students only
—Graduate Students only
2450 —College of Fine Arts
7255 —College of Humanities & Social Science
2469 —College of Science
2438 —School of Industrial Admin.
2176 —School of Urban & Public Affairs
2079 Cedar Crest College
8425 Central Pennsylvania Business School
2081 Chatham College
2082 Chestnut Hill College
2644 Clarion University of Pa.
2649 Clarion University of Pa.
2087 College Misericordia
2150 Combs College of Music
Community College of Allegheny County
2156 —Allegheny County Campus
2122 —Boyce Campus
2025 —College Center North
2123 —South Campus
2126 Community Col. of Beaver County
2682 Community Coll. of Philadelphia
2100 Curtis Institute of Music
2125 Delaware County Comm. College
2186 Dickinson College
2194 Drexel University
2196 Duquesne University
2650 East Stroudsburg Univ. of Pa.
2220 Eastern College
2651 Edinboro University of Pa.
2225 Elizabethtown College
2215 Erie Business Center
2261 Franklin and Marshall College
2270 Gannon University
2273 Geneva College
2275 Gettysburg College
2277 Grove City College
2278 Gwynedd-Mercy College
Hahnemann University
2306 —Allied Health Profs
2285 —Graduate School
2287 Harcum Junior College
2309 Harrisburg Area Comm. College
2289 Haverford College
2297 Holy Family College
2320 Immaculata College
7466 Inst. for Shipboard Education
2341 Juniata College
2351 Keystone Junior College
2353 King's College
2653 Kutztown University of Pa
2379 La Roche College
2363 La Salle University
2361 Lafayette College
2374 Lancaster General Hospital
2364 Lebanon Valley College
2365 Lehigh University
2367 Lincoln Univ. of the Comm. of Pa.
2654 Lock Haven University of Pa
2382 Luzerne County Comm. College
2372 Lycoming College
2260 Manor Junior College
2655 Mansfield University of Pa
2407 Marywood College
2410 Mercyhurst College
2411 Messiah College
2458 Methodist Hospital
2686 Millersville University of Pa.
2445 Montgomery Co. Community Coll.
2417 Moore College of Art
2418 Marywood College
2420 Mount Aloysius Junior College
2424 Muhlenberg College
2428 Neumann College
2309 New School of Music
2367 Northeastern Christian Jr. College
2573 Northhampton County Area Community College
2674 Pierce Junior College
2680 Pennsylvania State University
(all campuses)
2684 Philadelphia Colleges of the Arts
2681 Philadelphia College of Bible
2663 Phila. Coll. of Pharmacy & Sci.
2666 Phila. Coll. of Textiles & Science
2718 Pinebrook Junior College
2676 Point Park College
2789 Robert Morris College
2783 Rosemont College
2787 Saint Francis College
2801 Saint Joseph's University
2808 Saint Vincent College
2812 Seton Hill College
2657 Shippensburg University of Pa.
2658 Slippery Rock University of Pa.
2817 Spring Garden College
2820 Susquehanna University
2821 Swarthmore College
Temple University
9917 —Allied Health
2643 —Ambler
2917 —Dental, Medical, & Pharmacy
9940 —Graduate
7876 —Law
2912 —Tyler School
2906 —Undergraduate
2910 Thiel College
2903 Thomas Jefferson University, Coll. of Allied Health Sciences
2926 University of Pennsylvania
University of Pittsburgh
2935 —Bradford
2865 —College Work Study
2880 —Graduate School of Public Health
2936 —Greensburg
2934 —Johnstown
2927 —Pittsburgh
2949 —School of Medicine
2937 —Titusville
2929 University of Scranton
2931 Ursinus College
2579 Valley Forge Christian College
2955 Valley Forge Military Jr. College
7813 Venus Beauty School
2957 Villa Maria College
2958 Villanova University
2967 Washington and Jefferson Coll
2969 Waynesburg College
2975 Westminster College
2642 Widener University
2977 Wilkes College
2979 Wilson College
2991 York College of Pennsylvania

RHODE ISLAND

7053 Arthur Angelo School of Hair Design
3094 Brown University
3095 Bryant College
Community College of Rhode Island
3738 —Lincoln
3733 —Warwick
3484 Hall Institute
3486 Jewelry Institute
3462 John's Creative School of Cosmetology
3485 Johnson and Wales College
3478 Katharine Gibbs School
9315 New England Inst. Tech. of R.I.
3642 Newport Hospital
3693 Providence College
3724 Rhode Island College
9566 Rhode Island Inst. of Technology
3726 Rhode Island School of Design
8787 —Culinary Arts Program
7733 Rhode Island School of Photography
3729 Roger Williams College
3797 Saint Joseph's Hospital
3759 Salve Regina—The Newport Coll.
Sawyer School
7329 —Warwick
9829 —Pawtucket
3919 University of Rhode Island

SOUTH CAROLINA

0187 South Carolina Tuition Grants Agency
5037 Aiken Technical College
5006 Allen University
5008 Anderson College
5079 Baptist College at Charleston
5056 Benedict College
5065 Bob Jones University
5896 Central Wesleyan College
5095 Chesterfield-Marlboro Tech. Coll.
5108 Citadel, The
5109 Claflin College
5111 Clemson University
5112 Coker College
5113 College of Charleston
5117 Columbia College
5097 Columbia Junior College
5121 Converse College
5744 Denmark Tech. College
0226 Doyle Memorial Scholarship
5188 Erskine College
5207 Florence-Darlington Tech. Coll.
5442 Francis Marion College
5222 Furman University
5278 Greenville Technical College
Horry-Georgetown Technical College
5305 —Conway
5298 —Georgetown
5363 Lander College
5366 Limestone College
5584 Midlands Technical College
5418 Morris College
5493 Newberry College
5494 North Amer. Inst. of Aviation
5498 North Greenville College
5527 Orangeburg-Calhoun Tech. Coll.
5550 Piedmont Tech. College
5540 Presbyterian College
9780 Sherman College of Straight Chiropractic
0061 Service Scholarship Program
5619 South Carolina State College
5627 Spartanburg Methodist College
5668 Spartanburg Technical College
5789 Tri-County Technical College
5049 Trident Technical College
University of South Carolina
5840 —Aiken
5845 —Beaufort
5837 —Coastal
5849 —Lancaster
5847 —Salkehatchie
5850 —Spartanburg
5821 —Sumter
5846 —Union
5863 Voorhees College
5910 Winthrop College
5912 Wofford College

SOUTH DAKOTA

0800 South Dakota Student Incentive Grant Program
6015 Augustana College
6042 Black Hills State College
6416 Mount Marty College
6464 National College
6651 Sioux Falls College
6652 So. Dakota Sch. of Mines & Tech.
6653 South Dakota State University
6881 Univ. of South Dakota, Vermillion

TENNESSEE

0023 Tennessee Student Assistance Corporation
1042 Aquinas Junior College
1028 Austin Peay State University
1058 Belmont College
1908 Bryan College
1102 Carson-Newman College
1084 Chattanooga State Technical Community College
1121 Christian Brothers College
1981 Cleveland State Comm. College
1081 Columbia State Comm. College
6124 Covenant College
1146 Cumberland University
1161 David Lipscomb College
4194 Draughon's Junior Coll., Knoxville
1198 East Tennessee State University
3265 Edmondson Junior College
1224 Fisk University
1230 Freed-Hardeman College
1298 Hiwassee College
1345 Johnson Bible College
1371 King College
1373 Knoxville College
1394 Lambuth College
1395 Lane College
1401 Lee College
1403 Lambuth College
1408 Lincoln Memorial University
1454 Maryville College
1511 Memphis College of Arts
3062 Memphis Inst of Technology
1459 Memphis State University
1466 Middle Tennessee State Univ.
1469 Milligan College
1488 Morristown College
9318 Nashville Auto Diesel College
1648 Nashville State Tech. Institute
7726 Professional Academy of Broadcasting
1730 Rhodes College
1656 Roane State Comm. College
1746 Shelby State Community Coll.
1727 Southern College of SDA
1803 Tennessee State University
1804 Tennessee Technological Univ.
1818 Tennessee Temple University
1805 Tennessee Wesleyan College
1799 Tomlinson College
1809 Trevecca Nazarene College
1812 Tusculum College
1842 University of the South
University of Tennessee
1831 —Chattanooga
1843 —Knoxville
1844 —Martin
1850 —Memphis
1871 Vanderbilt University
1724 —Medical Center Allied Health
1833 —School of Medicine
1893 Walters State Community Coll.

TEXAS

6001 Abilene Christian University
6005 Alvin Community College
6644 Angelo State University
8271 Art Institute of Houston
6209 Art Institute of Dallas/ Fashion Institute of Dallas
6016 Austin College
6759 Austin Community College
6068 Bauder Fashion College
8639 Baumberger Endowment
6059 Baylor College of Dentistry
6052 Baylor College of Medicine
6032 Baylor University
6032 —College of Nursing
6055 Bee County College
6040 Bishop College
6043 Blinn College
6070 Brookhaven College
6148 Cedar Valley College
6133 College of the Mainland
6849 Corpus Christi State University
6159 Dallas Baptist University
6160 Del Mar College
Devry Institute of Technology
6180 —Continuing Students
0372 —New/Transfer Students
6188 East Texas St. Univ., Commerce
6201 Eastfield College
0686 Edmond Educational Foundation
6199 El Centro College
6255 Galveston College
6268 Hardin-Simmons University
6282 Houston Baptist University
6296 Houston Community College
6280 Huston-Tillotson College
6303 Incarnate Word College
6319 Jarvis Christian College
Lamar University
6360 —Beaumont
6589 —Port Arthur
6362 Laredo Junior College
6838 Laredo State University
6365 LaTourneau College
6369 Lon Morris College
6429 McLennan Community College
6402 McMurry College
6408 Midwestern State University
0401 Monnie Stevens Paer Fdtn.
6438 Mountain View College
6519 North Lake College
6481 North Texas State University
6499 Northwood Institute
6550 Our Lady of the Lake University of San Antonio
6570 Pan American Univ., Edinburg
6577 Paul Quinn College
6580 Prairie View A & M University
6609 Rice University
6607 Richland College
6619 Saint Edward's University
6637 Saint Mary's University
6642 Saint Philip's College
6643 Sam Houston State University
6645 San Antonio College
6647 Schreiner College
6654 South Texas College of Law
6660 Southern Methodist University
6666 Southwest Texas Junior College
6667 Southwest Texas State Univ.
6671 Southwestern Adventist College
6705 Southwestern Christian College
6674 Southwestern University
6682 Stephen F. Austin State Univ.
6685 Sul Ross State University
6817 Tarleton State University
6834 Tarrant County Jr. Coll., Ft. Worth
6822 Texas A & I University
Texas A & M University:
6003 —College Station
6835 —Galveston
6820 Texas Christian University
6821 Texas College
6848 Texas College of Osteopathic Medicine
6823 Texas Lutheran College
6824 Texas Southern University
6797 —Law School
6825 Texas Southmost College
6328 Texas State Tech. Inst., Waco
6827 Texas Tech University
6828 Texas Wesleyan College
6826 Texas Woman's University
6831 Trinity University
6833 Tyler Junior College
6864 University of Dallas
University of Houston
6916 —Clear Lake City
6922 —Downtown College
6870 —University Park
6917 —Victoria
6880 University of Saint Thomas
University of Texas:
6013 —Arlington
6882 —Austin
6897 —Dallas
6829 —El Paso
6887 —Galveston, Medical Br
6919 —San Antonio
6850 —Tyler
Univ. of Texas Health Science Centers:
6886 —Dallas
6888 —Houston
6908 —San Antonio
6930 Wayland Baptist University
6938 West Texas State University
6939 Wharton County Junior College
6940 Wiley College

UTAH

4019 Brigham Young University
4040 College of Eastern Utah
4283 Dixie College
4864 Salt Lake Comm. College
4727 Snow College
4092 Southern Utah State College
4853 University of Utah
4857 Utah State University
4870 Utah Valley Comm. College
4941 Weber State College
4948 Westminster College of Salt Lake City

VERMONT

3080 Bennington College
3785 Castleton State College
3291 Champlain College
3297 College of St. Joseph
3416 Goddard College
3418 Green Mountain College
3788 International Training School
3766 Johnson State College
3767 Lyndon State College
3509 Marlboro College
3526 Middlebury College
7767 —Language Schools
3560 —Bread Loaf School of English
3669 Norwich University
3669 —The Russian School
3757 Saint Michael's College
3796 Southern Vermont College
3752 Sterling College
3900 Trinity College
3920 University of Vermont
3669 Vermont College
3669 —Adult Degree Program
3669 —Graduate Program
3669 —Master of Art Therapy
3669 —Master of Fine Arts in Writing
3941 Vermont Technical College

VIRGINIA

5017 Averett College
5083 Blue Ridge Community College
5063 Bluefield College
5069 Bridgewater College
5141 Central Virginia Comm. College
5691 Christendom College
5129 Christopher Newport College
5124 Clinch Valley College
5115 College of William and Mary in Virginia
5099 Community Hosp. of Roanoke Valley Coll. of Health Sciences
5139 Dabney S. Lancaster Comm. Coll.
5163 Danville Community College
5181 Eastern Mennonite College
5844 Eastern Shore Community Coll.
5185 Emory and Henry College
5213 Ferrum College
5827 George Mason University
5276 Germanna Community College
5291 Hampden-Sydney College
5292 Hampton University
5294 Hollins College
J. Sargent Reynolds Community College
5476 —Grace
5340 —Parham
5392 James Madison University
5342 John Tyler Community College
5355 Kee's Business College, Norfolk
Liberty University
5385 —Lynchburg
3499 —School of Lifelong Learning
5368 Longwood College
5381 Lord Fairfax Community College
5372 Lynchburg College
5397 Mary Baldwin College
5398 Mary Washington College
5405 Marymount University
1824 National College of Education
5513 New River Community College
5504 Norfolk General Hospital
5864 Norfolk State University
Northern Virginia Community College
5510 —Alexandria
5515 —Annandale
5774 —Manassas
5775 —Sterling
5517 —Woodbridge
5126 Old Dominion University
5549 Patrick Henry Community Coll.
5581 Paul D. Camp Comm. Coll.
5585 Radford University
5566 Randolph-Macon Coll., Ashland
5567 Randolph-Macon Woman's Coll., Lynchburg
Rappahannock Community College
5583 —North
5590 —South
5574 Richard Bland College
5580 Riverside Hospital
5571 Roanoke College
5581 Roanoke Memorial Hospital
5604 Saint Paul's College
5613 Shenandoah College and Conservatory
5625 Southern Seminary College
Southside Virginia Community College
5660 —Alberta
5869 —J. H. Daniel
5659 Southwest Virginia Comm. Coll.
5634 Sweet Briar College
5793 Thomas Nelson Community Coll.
Tidewater Community College
5707 —Chesapeake
5226 —Portsmouth
5787 —Virginia Beach
5569 University of Richmond
5820 University of Virginia
3685 —School of Law
5570 Virginia Commonwealth Univ.
5408 —Health Sciences Division
5827 Virginia Highlands Comm. Coll.
5857 Virginia Intermont College
5858 Virginia Military Institute
5859 Virginia Polytech. Inst. & St. U.
5860 Virginia State University
5862 Virginia Union University
5867 Virginia Wesleyan College
5868 Virginia Western Comm. Coll.
5887 Washington and Lee University
5917 Wytheville Community College

WASHINGTON

7030 Antioch University
4805 Art Institute of Seattle
4651 Bastyr College
4029 Bellevue Community College
7077 Bellingham Technical School
4024 Big Bend Community College
4250 Bureau of Indian Affairs, Everett
4044 Central Washington University
4045 Centralia College
4042 City University
4055 Clark College
4147 Clover Park Tech. Institute
4077 Columbia Basin Comm. College
4801 Cornish Institute
8556 Divers Institute of Technology
4301 Eastern Washington University
4307 Edmonds Community College
4271 Elon Business College
4303 Everett Community College
4292 Evergreen State College
4330 Gonzaga University
4332 Grays Harbor College
4337 Green River Community College
4344 Heritage College
4348 Highline Community College
4369 J. M. Perry Institute
3170 John Bastyr College of Naturopathic Medicine
4374 Kinman Business University
8948 Knapp College of Business
9022 L.H. Bates Voc. Tech. Institute
9023 Lake Washington Voc. Tech. Inst.
4402 Lower Columbia College
4408 Lutheran Bible Institute of Seattle
4554 North Seattle Community College
4541 Northwest College of the Assembles of God
4583 Olympic College
4597 Pacific Lutheran University
4615 Peninsula College
4103 Pierce College
4618 Puget Sound Christian College
8822 Puget Sound Institute of Tech
7749 Renton Voc. Tech. Institute
4674 Saint Martin's College
4741 Seattle Central Community Coll.
4694 Seattle Pacific University
4695 Seattle University
4738 Shoreline Community College
4899 Skagit Valley College
4578 South Puget Sound Comm. Coll.
4759 South Seattle Community College
4739 Spokane Community College
4752 Spokane Falls Community Coll.
9816 Spokane Technical Institute
4826 Tacoma Community College
4067 University of Puget Sound
4854 Univ. of Washington, Seattle
4878 —School of Medicine
4940 Walla Walla Coll. College Place
4983 Walla Walla Community College
4705 Washington State University
4942 Wenatchee Valley College
4947 Western Washington University
4974 Whatcom Community College
4951 Whitman College
4953 Whitworth College
4993 Yakima Valley Comm. College

WEST VIRGINIA

5005 Alderson-Broaddus College
5034 Appalachian Bible College
5054 Beckley College
5060 Bethany College
5064 Bluefield State College
5120 Concord College
5151 Davis and Elkins College
5211 Fairmont State College
5254 Glenville State College
5268 Greenbrier Community Coll. Ctr.
5396 Marshall University
5519 Ohio Valley College
5832 Parkersburg Community College
5539 Potomac State College
5635 Saint Mary's Hosp. Huntington
5608 Salem College
5615 Shepherd College
Southern West Virginia Comm. College
5446 —Logan
5447 —Williamson
5419 University of Charleston
5846 Webster College
5901 West Liberty State College
5902 West Virginia Inst of Tech
5842 West Virginia Northern Community College
5903 West Virginia State College
5904 West Virginia University
5905 West Virginia Wesleyan College
5906 Wheeling Jesuit College

WISCONSIN

1012 Alverno College
1046 Belin College of Nursing
1059 Beloit College
1043 Blackhawk Technical Institute
1100 Cardinal Stritch College
1101 Carroll College
1103 Carthage College
1139 Concordia College
1172 District One Technical Institute
1202 Edgewood College
1217 Fox Valley Technical Institute
Gateway Technical Institute
1245 —Kenosha/Elkhorn
1255 —Racine
3622 I.B.A. Prestige Beauty College
3598 Janesville Academy of Beauty Culture
3619 LaCrosse School of Beauty Culture
1393 Lakeland College
1396 Lakeshore Technical Institute
1398 Lawrence University
1536 Madison Area Tech. College Madison
1432 Madison Business College
1443 Marian College of Fond du Lac
1448 Marquette University
1519 Medical College of Wisconsin
1436 Mid-State Technical Institute
1475 Milwaukee Area Technical Coll
7580 Milwaukee Inst. of Art & Design
1476 Milwaukee Sch. of Engineering
Moraine Park Technical Institute
1433 —Beaver Dam
1499 —Fond du Lac
4174 —West Bend
1490 Mount Mary College
1512 Mount Senario College
1549 Nicolet College & Tech. Institute
1579 North Central Technical Institute
4190 Northeast Wisconsin Tech. Inst Green Bay
1581 Northland College
1563 Northwestern College
3220 Patricia Stevens Career Coll. & Finishing School
1664 Ripon College
1788 Saint Joseph's Hospital
1706 Saint Norbert College
1300 Silver Lake College
1694 Southwest Wisconsin Voc Tech. Institute
State College of Beauty Culture
1778 —Wausau
1785 —Wauwatosa
3617 Stratton College
4176 Trans American School of Broadcasting
University of Wisconsin
1913 —Eau Claire
1859 —Green Bay
1914 —La Crosse
1846 —Madison
1473 —Milwaukee
1916 —Oshkosh
1860 —Parkside Kenosha
1917 —Platteville
1918 —River Falls
1919 —Stevens Point
1740 —Stout
1920 —Superior
1921 —Whitewater
University of Wisconsin Centers
1999 —All Campuses
1878 Viterbo College
1944 Waukesha County Tech. Institute
1087 Western Wisconsin Tech. Institute
3618 Wisconsin College of Cosmetology
1513 Wisconsin Lutheran College
1903 Wisconsin School of Electronics

WYOMING

4043 Casper College
4115 Central Wyoming College
4700 Eastern Wyoming College
4415 Laramie County Comm. College
4542 Northwest Community College
4536 Sheridan College
4855 University of Wyoming
4957 Western Wyoming Comm. Colleg
4977 Wyoming Technical Institute

Waiver of Special Conditions. You do not have to meet the **special conditions** if you:

- were married on or before December 31, 1987, or
- are enrolled as a graduate student for the 1988-89 academic year, or
- received a TAP award as a financially independent student in the 1987-88 academic year.

If you do not meet one of the **special conditions** or criteria for waiver, check box "1" and report parents' income in question 98. If you meet one of the **special conditions** or criteria for waiver, check box "2." If you are in doubt as to whether financial independence will be approved, you may wish to provide parents' income in order to avoid a delay in determining your TAP eligibility.

98. New York State Taxable Income—You must provide 1987 income as reported on New York State tax returns or as it will be reported on New York State tax returns if returns have not yet been filed.

If you are a dependent student, you must provide income information for yourself, your spouse (if married), and your parents (stepparents, adoptive parents). If you are claiming financial independence, you must provide income information for yourself and, if married, your spouse.

If you are required to report parents' income and your parents are divorced, refer to the instructions below for Parent's Income Exclusion before completing question 98.

The 1986 Federal Tax Reform Act provides that under certain circumstances scholarship or fellowship monies that you (the student) receive in excess of tuition, books, and equipment costs in 1987 must be considered taxable income. If you did not include any scholarship or fellowship income on a 1987 tax return, skip question 98d.

New York State Education Law provides that scholarship or fellowship income, including the value of contributed services and accommodations, shall not be considered income for the purposes of New York State student financial aid programs. Accordingly, if you reported scholarship or fellowship income as taxable income on a federal or state tax return, you should check the box in question 98d. When you complete question 98b, you should subtract the amount of scholarship or fellowship income from your taxable income and enter the result in question 98b. You may only subtract scholarship or fellowship income up to the amount that was included in taxable income.

Determine the type of New York State tax return filed for each person whose income must be reported, check the appropriate box, and follow the instructions for that type of return. If a New York State tax return has not been and will not be filed, mark the "No NYS Return Filed" box. If a New York State tax return has been or will be filed you must enter the type of form and income information in questions 98a, b, and c, and if appropriate, questions 98e, f, and g. Income data are verified with the New York State Department of Taxation and Finance.

When making entries, enter the total number of exemptions and the dollar amount. (**Note:** If married and filing a joint return: **Student/Spouse**—enter total exemptions and income in 98b; make no entry in 98c. **Parents**—enter total exemptions and income in 98f; make no entry in 98g.)

- **If NYS IT100:** Enter the number of exemptions claimed from line 1 of NYS IT100. Complete the worksheet at the top of the next column and enter the resulting amount on the appropriate line in question 98. (**Note:** Line numbers on the worksheet refer to NYS IT100.)

NYS IT100 Worksheet

Total the amounts from lines 2, 2a, and 4 and enter the total on line A.	A	$ .00
If you reported unemployment compensation on line 6, determine the taxable portion by referring to your federal income tax return. Enter the taxable portion on line B.	B	$ .00
Enter the total of lines A and B on line C.	C	$ .00
Total the amounts from lines 3, 3a, and 5 and enter the amount on line D.	D	$ .00
Subtract line D from line C and enter the result on line E.	E	$ .00
If line 2a of the tax return has no entry, enter the amount from line E in the appropriate item of question 98.		
If line 2a has an entry, continue below:		
Subtract line 3 from line 2 and enter the result on line F.	F	$ .00
Subtract line 3a from line 2a and enter the result on line G.	G	$ .00
Multiply the amount of line F or line G, whichever is less, by 0.1 and enter the result on line H.	H	$ .00
Subtract line H from line E and enter the result on line I. Enter the amount on line I in the appropriate item of question 98.	I	$ .00

- **If NYS IT200:** Enter the number of exemptions claimed from line 10; enter NYS taxable income from line 12.
- **If NYS IT201:** Enter the number of exemptions claimed from line 48; enter NYS taxable income from line 49.

99. Parent's Income Exclusion—If your parents are both living and they are not separated or divorced, skip this question.

If one or both parents died on or before December 31, 1987, check the appropriate box(es) and indicate the month and year of death; do not enter the deceased parent's income in question 98. If the death occurred on or after January 1, 1988, all parental income information for 1987 must be reported; however, only a portion of the deceased parent's income will be used in calculating the award.

Separation/Divorce—If one or both parents had 1987 income but they were separated/divorced on or before December 31, 1987, the income of the parent not having custody may be excluded. Both parents' incomes cannot be excluded for reasons of separation/divorce. Check the appropriate box and indicate the month and year of the separation/divorce. Where separation preceded divorce, use the date of separation. Enter "custodial" parent's 1987 income information in question 98. Support payments received from the "noncustodial" parent on the applicant's behalf in 1987 must be included in question 99c.

If the separation/divorce occurred on or after January 1, 1988, income information for both parents must be reported, although only a portion of the noncustodial parent's income will be used in calculating the award.

Stepparent—If the surviving/custodial parent married before January 1, 1988, you must also report income information for the stepparent. Enter that information in question 98. If you are reporting both stepparent's income and noncustodial parent support, enter the stepparent's income in question 98 and the support amount in question 99c.

(continued on back cover)

100a. Program of Study—Answer "Yes" only if you will be enrolled in one of the following programs: Higher Education Opportunity Program (HEOP); Educational Opportunity Program (EOP); SEEK-SEARCH for Education, Elevation and Knowledge; College Discovery (CD) Program.

b. Answer "Yes" only if you will be enrolled in a bachelor's degree program approved by the New York State Commissioner of Education that normally requires more than four full years of study to graduate.

101. Other Educational Aid—You may receive educational aid from sources other than programs administered by HESC. This aid may be from the federal government, other New York state agencies, your educational institution, or from other sources such as local governments, fraternal organizations, business organizations, or foundations. The receipt of certain forms of aid may affect your eligibility for payment or the amount of award under HESC-administered programs.

If the only forms of aid you will receive are TAP, New York State scholarships or grants, loans of any type, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work-Study, HEOP, EOP, SEEK, CD, or assistance from your family, skip question 101.

If you are receiving other aid, complete the worksheet to the right and report the total amount in question 101.

102a. Enter your spouse's social security number.

b. If you are married, enter the marriage date. If you are separated, enter the separation date. If you are divorced and a separation preceded the divorce, enter the date of separation rather than the date of divorce; otherwise, enter the date of divorce. If your spouse is deceased, enter the date of death.

103. Enter the number of dependent children you have.

Worksheet for question 101

Grant covering all or part of the cost of tuition awarded by a New York State department or agency not listed below.		$ .00
Tuition remission, grant, or waiver that is **not** based on need, **not** adjusted for TAP or Regents scholarship, **and** based solely on:		
• your status as a faculty or staff member or dependent thereof	+	$ 00
• your service as a graduate assistant	+	$ 00
• your service related to your program of study	+	$ .00
• your employment in a foreign study, teacher education, or other special program	+	$ 00
That portion of any academic, athletic, or other prize that exceeds your cost of maintenance.	+	$ 00
Educational grant or scholarship from the U.S. Armed Forces or from a federal agency, other than those listed below, that provides assistance.	+	$ .00
This is your answer for question 101.	TOTAL	$ .00

Do not include TAP, New York State scholarships or grants, loans of any type, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), College Work-Study, HEOP, EOP, SEEK, CD, assistance from your family, or the following:

- any award from New York State programs administered by HESC which are listed on the cover of this booklet;
- a tuition waiver that is limited to the difference between total tuition and your TAP or scholarship payment;
- salary (or tuition credit in lieu of salary) given solely for services performed;
- need-based tuition remission;
- academic, athletic, or other prizes except that portion which exceeds your cost of maintenance; (Maintenance consists of the nontuition charges for room, board, transportation, books, and personal or other expenses as normally used by your school for determining student expenses in connection with student aid programs.)
- a grant from the Office of Vocational Rehabilitation of the New York State Education Department;
- a grant from the Commission for the Blind and Visually Handicapped of the New York State Department of Social Services.
- GI Bill benefits;
- Social security benefits;
- U.S. War Orphans benefits;
- Subsistence allowance for ROTC students; or
- National Science Foundation grants for research.

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APPENDIX F

FAF Tasks and Elements

Performance Objectives

FAF TASKS and ELEMENTS

1.0 Decode the instructions and information required to complete the Financial Aid Form for New York State:

- 1.1 Obtain required forms and instructions for completion of Financial Aid Form ("FAF") for current school year
- 1.2 Review forms and instructions and develop timeline for completion of FAF.
- 1.3 Inform parents/guardians of requirements and deadline for completion of FAF.
- 1.4 Requisition and catalogue the required financial records and documents for parents and student necessary for the completion of FAF.
- 1.5 Prepare and produce working documents:
  - 1.5.1 Photocopy two duplicate sets of all records and documents
  - 1.5.2 Photocopy the FAF form
  - 1.5.3 Label and file originals for safekeeping
  - 1.5.4 Label and file one photocopy set of records and documents as attachments
  - 1.5.5 Code photocopy set of records and documents.

2.0 Group and sequence the tasks and elements required to complete the Financial Aid Form for New York State:

- 2.1 Calculate answers, code worksheets for sources, and write calculations on corresponding worksheet blanks for the following NYS FAF questions for Sections A, B, C, D, E, F, G, N, and O on FAF
  - 2.1.1 Identify all unanswered FAF questions
  - 2.1.2 Consult parents/guardians for answers to "unanswered" questions
  - 2.1.3 Consult Financial Aid Office for assistance not provided by instructions, or worksheet

2.2 Calculate answers, code worksheets for sources, and write calculations on corresponding worksheet blanks for the following NYS FAF questions for Sections H, I, J, K, L, and M, on FAF
- 2.2.1 Identify all unanswered FAF questions
- 2.2.2 Consult parents/guardians for answers to "unanswered" questions
- 2.2.3 Consult Financial Aid Office for assistance not provided by instructions, or worksheet

2.3 Justify calculations against source documents and worksheet answers.

2.4 Reconstruct calculations from worksheet blanks to corresponding NYS FAF blanks for all sections

2.5 Compare transfers of calculations to NYS FAF with worksheet answers.

2.6 Transmit completed form
- 2.6.1 Photocopy two sets of NYS FAF
- 2.6.2 As per item 93a, obtain check or money order in designated amount, attach it to original NYS FAF and place them in appropriate CSS provided envelope.
- 2.6.3 Determine correct mailing address from instructions, attache correct postage and mails in official U.S. Post Office box.
- 2.6.4 If so instructed, forward a copy of the NYS FAF with a copy of both the student and the parents/guardians' income tax return to the Financial Aid Office of requesting college.

PERFORMANCE OBJECTIVES

MAJOR DUTY: According to admissions and course requirements, complete applications and course assignments to assure educational and matriculation goals.

TASK: Complete required forms [to determine eligibility] for ...financial aid...

MAJOR REFERENCES: College Scholarship Service Financial Aid Form for the 1988-89 Academic Year

ELEMENT 1.1

BEHAVIOR: Obtain required forms and instructions for completion of Financial Aid Form ("FAF") for current school year.

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: In accordance with procedures defined by the College Scholarship Service Financial Aid Form.

ELEMENT 1.2

BEHAVIOR: Review forms and instructions and develop a timeline for completion of FAF.

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: In accordance with procedures defined by the College Scholarship Service Financial Aid Form.

ELEMENT 1.3

BEHAVIOR: Inform parents/guardians of requirements and deadline for completion of FAF.

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: In accordance with procedures defined by the College Scholarship Service Financial Aid Form.

ELEMENT 1.4

BEHAVIOR: Requisition and catalogue the required financial records and documents for parents and student necessary for the completion of FAF.

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: In accordance with procedures defined by the College Scholarship Service Financial Aid Form.

ELEMENT 1.5

BEHAVIOR: Prepare and produce working documents: [Photocopy two duplicate sets of all records and documents; Photocopy the FAF form; Label and file originals for safekeeping; Label and file one photocopy set of records and documents as attachments; and Code photocopy set of records and documents.]

CONDITIONS: Utilizing the PAs, records list, FAF instructions, worksheets, aids, and identified tools.

CRITERION: In accordance with requirements of the College Scholarship Service Financial Aid Form and able to withstand verification by the college or the U.S. Department of Education.

ELEMENT 2.1

BEHAVIOR: Calculate answers, code worksheets for sources, and write calculations on corresponding worksheet blanks for the following NYS FAF questions for "student" Sections A, B, C, D, E, F, G, N, and O on FAF. [Identify all unanswered FAF questions; Consult parents/guardians for answers to "unanswered" questions; Consult Financial Aid Office for assistance not provided by instructions, or worksheet.]

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: In accordance with procedures defined by the College Scholarship Service Financial Aid Form, and able to withstand verification by the college or the U.S. Department of Education.

ELEMENT 2.2

BEHAVIOR: Calculate answers, code worksheets for sources, and write calculations on corresponding worksheet blanks for the following NYS FAF questions for "parent" Sections H, I, J, K, L, and M, on FAF. [Identify all unanswered FAF questions; Consult parents/guardians for answers to "unanswered" questions; Consult Financial Aid Office for assistance not provided by instructions, or worksheet.]

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: With 100% accuracy, in accordance with procedures defined by the College Scholarship Service Financial Aid Form, and able to withstand verification by the college or the U.S. Department of Education.

ELEMENT 2.3

BEHAVIOR: Justify calculations against source documents and worksheet answers.

CONDITIONS: Utilizing the PAs, records, instructions, worksheets, aids, and identified tools

CRITERION: With 100% accuracy, in accordance with procedures defined by the College Scholarship Service Financial Aid Form, and able to withstand verification by the college or the U.S. Department of Education.

ELEMENT 2.4

BEHAVIOR: Reconstruct calculations from worksheet blanks to corresponding NYS FAF blanks for all sections.

CONDITIONS: Utilizing the PAs and FAF worksheets.

CRITERION: With 100% accuracy.

ELEMENT 2.5

BEHAVIOR: Compare transferred calculations to NYS FAF with worksheet answers.

CONDITIONS: Utilizing the PAs, NYS FAF answers, and worksheets.

CRITERION: With 100% accuracy, in accordance with procedures defined by the College Scholarship Service Financial Aid Form, and able to withstand verification by the college or the U.S. Department of Education.

ELEMENT 2.6

BEHAVIOR: Transmit completed form. [Photocopy two sets of NYS FAF; As per item 93a, obtain check or money order in designated amount, attach it to original NYS FAF and place FAF form and check in appropriate CSS provided envelope; Determine correct mailing address from instructions, attach correct postage and mail in official U.S. Post Office box; and If so instructed, forward a copy of the NYS FAF with a copy of both the student and the parents/guardians' income tax return to the Financial Aid Office of requesting college.]

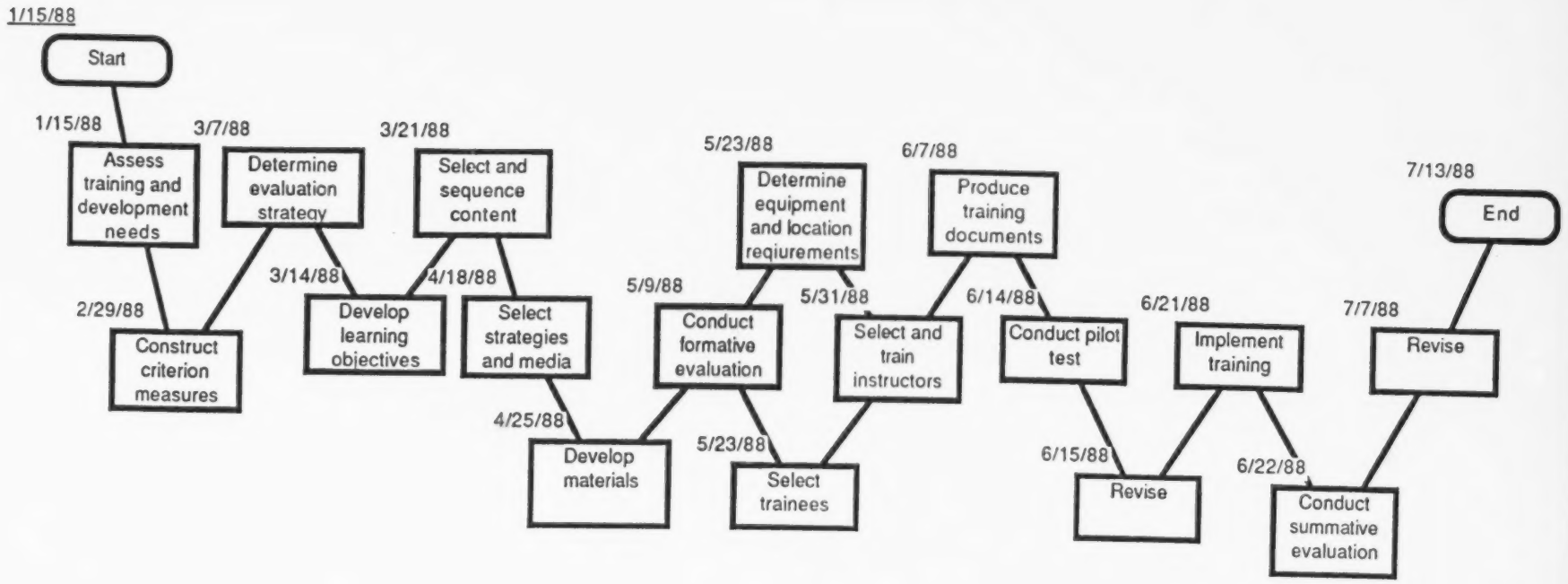
CONDITIONS: Utilizing the PAs, NYS FAF instructions.

CRITERION: With 100% accuracy, in accordance with procedures defined by the College Scholarship Service Financial Aid Form.

APPENDIX G

Project Planning

College Financial Aid Training Program
Development Plan



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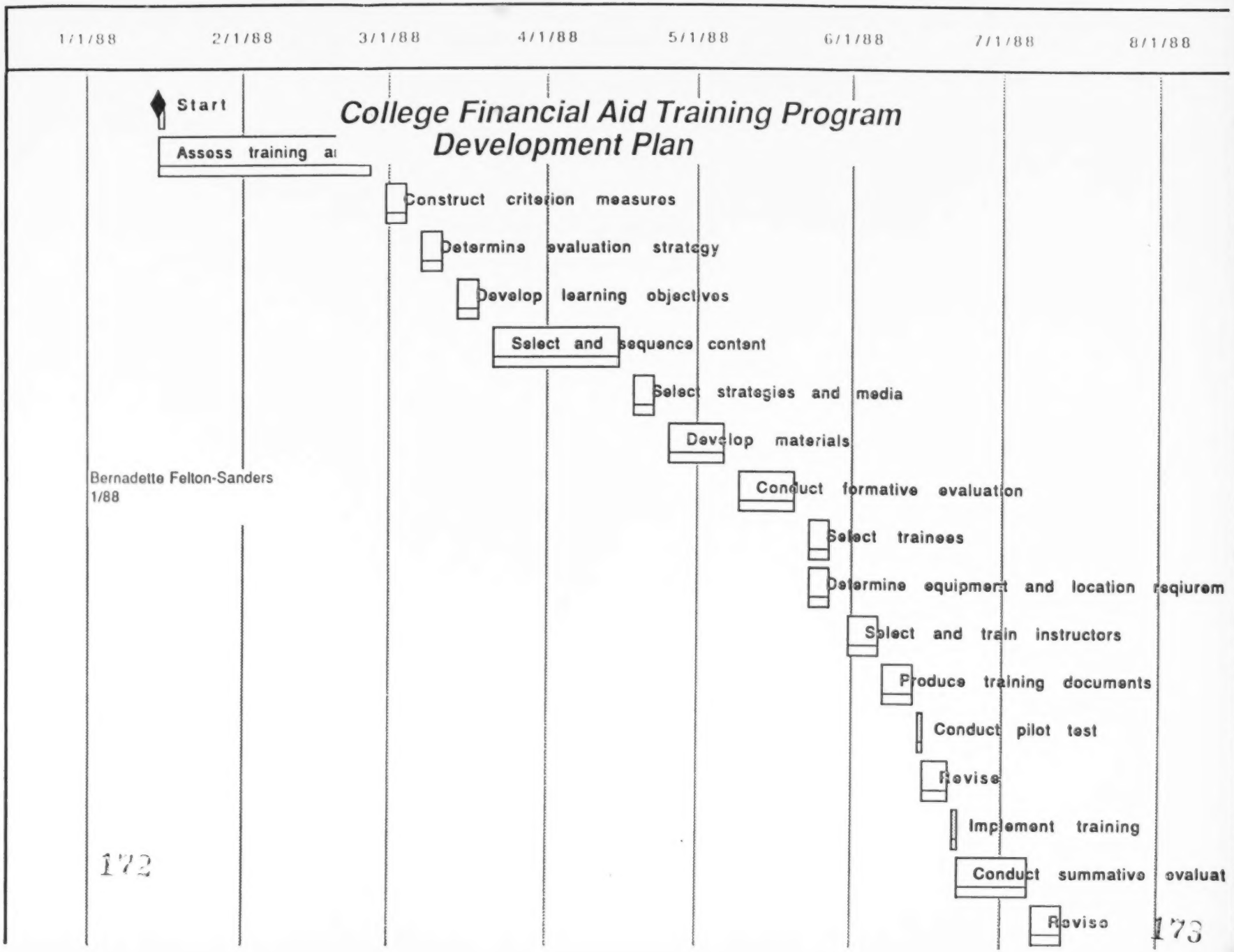
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Start
College Financial Aid Training Program
Development Plan
Assess training a
Construct criterion measures
Determine evaluation strategy
Develop learning objectives
Select and sequence content
Select strategies and media
Develop materials
Conduct formative evaluation
Select trainees
Determine equipment and location requirem
Select and train instructors
Produce training documents
Conduct pilot test
Revise
Implement training
Conduct summative evaluat
Revise
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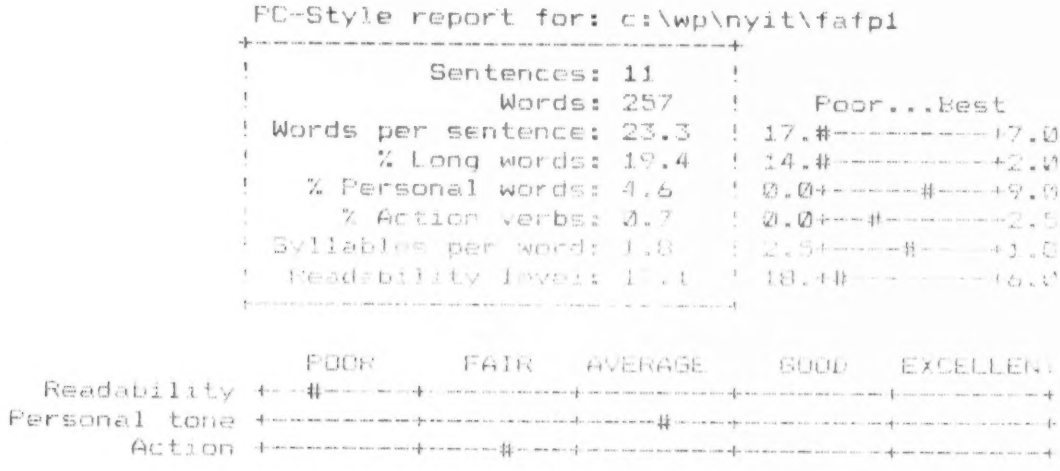
MAJOR EVENTS LIST AND TIME LINE FOR P.E.R.T CHART CONVERSION

MAJOR EVENT	COMPONENT(S)	TIME
ANALYZE	Assess Training and Development Needs	1/15-3/1
	Collect and Analyze Job/Task Data	2/16-3/8
	Target Trainees	3/8-3/15
	Construct Criterion Measures	3/15-3/22
	Determine Evaluative Strategy	3/22-3/28
DESIGN	Construct Evaluative Design	3/22-3/28
	Write Performance Objectives	3/15-3/28
	Select and Sequence Content	3/28-4/4
	Select Training Strategies and Media	3/30-4/4
DEVELOP	Develop and Validate Training Materials	3/25-4/4
	Determine Equipment and Location Requirements	3/22-3/29
	(Select and Train Instructors	3/29-4/4)
	Produce Training Documents	4/4-4/9
	(Select Trainees	3/22-3/29)
IMPLEMENT	Conduct Pilot Test	4/19
	Revise	4/20-4/25
	Conduct Training	5/3
EVALUATE	Administer Criterion Measures	5/3
	Analyze Criterion Measures	5/3-5/15
	Evaluate/Revise Training Systems	5/15-5/20
	Analyze and Interpret Data	5/29-8/5
	Communicate Program Results	8/10

APPENDIX H

PC-Style and RightWRITER FAF Readability Indexes

You may use this form to apply for student financial aid under federal, state, institutional, and private financialaid programs. If you are apply **only** for federal student financial aid under the Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, College Work-Study, and Perkins Loan programs, you may use thefree "Application for Federal Student Aid." It is available from your high school counselor or collegefinancial aid office. However, some state agencies and postsecondary institutions may require additionalinformation which they needfor awarding nonfederal aid and which is not included on the free Application for Federal Student Aid. If you wish to apply for other aid, as wellas federal aid, you should check with your high school counselor, college financial aid office, or state scholarship agency as to which form to file. If you use this form in applying for student financial aid, you are considered to be applying for student financial aid understate, institutional, and private programs. During 1987-88, about 60 percent of all applicants forstudent assistance filed this formor a similar one, while 40 percent filed the free federal application.



You may use this form to apply for student financial aid under federal, state, institutional, and private financialaid programs. If you are apply **only** for federal student financial aid under the Pell Grant, Guaranteed Student Loan, Supplemental Educational Opportunity Grant, College Work-Study, and Perkins Loan programs, you may use the free "Application for Federal Student Aid.<<*_17. LONG SENTENCE: 38 WORDS *>><<*_31. COMPLEX SENTENCE *>>" It is availablefrom your high school counselor or college financial aid office. However, some state agencies and postsecondary institutions may require additionalinformation which they needfor awarding nonfederal aid and which is not included<<*_21. PASSIVE VOICE: is not included *>> on the free Application for Federal Student Aid.<<*_17. LONG SENTENCE: 31 WORDS *>> If you wish to apply for other aid, as well as federalaid, you should check with your high school counselor, college financialaid office, or state scholarship agency as to which form to file.<<*_17.LONG SENTENCE: 35 WORDS *>><<*_31. COMPLEX SENTENCE *>> If you use this form in applying for student financial aid, you are considered<<*_21. PASSIVE VOICE: are considered *>> to be applying for student financial aid under state, institutional, and private programs.<<*_17. LONGSENTENCE: 27 WORDS *>> During 1987-88, about 60 percentof all applicants for studentassistance filed this form or a similar one, while 40 percent filed the free federal application.<<*_17. LONG SENTENCE: 26 WORDS *>>

<<** SUMMARY **>>

OVERALL CRITIQUE FOR: c:\wp\nyit\fafp1

READABILITY INDEX: 15.24
Readers need a 15th grade level of education to understand.
The writing is complex and may be difficult to read.

Total Number of Words in Document: 190
Total Number of Words within Sentences: 190
Total Number of Sentences: 7
Total Number of Syllables: 326

STRENGTH INDEX: 0.16
The writing can be made more direct by using:
- the active voice
- shorter sentences

DESCRIPTIVE INDEX: 0.55
The use of adjectives and adverbs is in the normal range.

JARGON INDEX: 0.00

SENTENCE STRUCTURE RECOMMENDATIONS:
1. Most sentences contain multiple clauses.
Try to use more simple sentences.
14. Consider using more predicate verbs.

Important: When figuring your income and taxes, don't include any income or taxes paid on income from student financial aid programs which are based on financial need. Need-based student financial aid includes income from the College Work-Study Program and income from any other work program which you participated in based on your financial aid administrator's determination of financial need. If you had a job under a cooperative education program and you got it based on your college's determination of your financial need, don't include income from that job. If amounts that you copy from a U.S. income tax return include income or taxes paid on income from a need-based student financial aid program, subtract them before you write in those amounts.

PC-Style report for: c:\wp\nyit\fafp3

		Poor...Best
Sentences:	10	
Words:	205	
Words per sentence:	20.5	17.#----------+7.0
% Long words:	13.1	14.+#---------+2.0
% Personal words:	6.3	0.0+---------#-+9.0
% Action verbs:	1.9	0.0+---------#-+2.5
Syllables per word:	1.7	2.5+------#----+1.0
Readability level:	13.4	18.+----#------+6.0

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Readability	+---------+-------#-+---------+---------+---------+				
Personal tone	+---------+---------+---------+----#----+---------+				
Action	+---------+---------+---------+---------#+---------+				

Important! When figuring your income and taxes, don't include any income or taxes paid on income from student financial aid programs which are based<<*_21. PASSIVE VOICE: are based *>> on financial need.<<*_17. LONG SENTENCE: 27 WORDS *>><<*_31. COMPLEX SENTENCE *>> Need-based student financial aid includes income from the College Work-Study Program and income from any other work program which you participated in based on your financial aid administrator's determination of financial need.<<*_17. LONG SENTENCE: 34 WORDS *>><<*_31. COMPLEX SENTENCE *>> If you had a job under a cooperative education program **and** you got it based on your college's determination of your financial need, don't include income from that job.<<*_17. LONG SENTENCE: 29 WORDS *>> If amounts that you copy from a U.S. income tax return include income or taxes paid on income from a need-based student financial aid program, **subtract** them before you write in those amounts.<<*_17. LONG SENTENCE: 34 WORDS *>><<*_31. COMPLEX SENTENCE *>>

<<** SUMMARY **>>

OVERALL CRITIQUE FOR: c:\wp\nyit\fafp3

READABILITY INDEX: 15.72
Readers need a 16th grade level of education to understand.
The writing is complex and may be difficult to read.

Total Number of Words in Document: 124
Total Number of Words within Sentences: 124
Total Number of Sentences: 4
Total Number of Syllables: 202

STRENGTH INDEX: 0.30
The writing can be made more direct by using:
- the active voice
- shorter sentences

DESCRIPTIVE INDEX: 0.48
The use of adjectives and adverbs is in the normal range.

JARGON INDEX: 0.25

SENTENCE STRUCTURE RECOMMENDATIONS:
1. Most sentences contain multiple clauses.
Try to use more simple sentences.
14. Consider using more predicate verbs.

<< WORDS TO REVIEW >>
Review the following list for negative words (N), colloquial words (C), jargon (J), misspellings (?), misused words (?), or words which your reader may not understand (?).
DETERMINATION(J) 2
<< END OF WORDS TO REVIEW LIST >>

Important: When figuring your income and taxes for questions 5-3, 5-4, 5-6, 5-7 and 5-8, don't include any income or taxes paid on income from student financial aid programs which are based on financial need. Need-based student financial aid includes earnings from the College Work-Study Program and earnings from any other work program which you participated in based on your financial aid administrator's determination of your financial need. If you had a job under a cooperative education program and you got it based on your school's determination of your financial need, don't include earnings from that job. If amounts that you copy from a U.S. income tax return include income or taxes paid on income from a need-based student financial aid program, **subtract** them from amounts on your tax return when figuring your income and taxes for these questions.

BEST COPY AVAILABLE

Important: When figuring your income and taxes for questions 5-3, 5-4, 5-6, 5-7 and 5-8, don't include any income or taxes paid on income from student financial aid programs which are based<<*_21. PASSIVE VOICE: are based *>> on financial need.<<*_17. LONG SENTENCE: 35 WORDS *>><<*_31. COMPLEX SENTENCE *>> Need-based student financial aid includes earnings from the College Work-Study Program and earnings from any other work program which you participated in based on your financial aid administrator's determination of your financial need.<<*_17. LONG SENTENCE: 35 WORDS *>><<*_31. COMPLEX SENTENCE *>> If you had a job under a cooperative education program **and** you got it based on your school's determination of your financial need, don't include earnings from that job.<<*_17. LONG SENTENCE: 29 WORDS *>> If amounts that you copy from a U.S. income tax return include income or taxes paid on income from a need-based student financial aid program, **subtract** them from amounts on your tax return when figuring your income and taxes for these questions.<<*_17. LONG SENTENCE: 43 WORDS *>><<*_31. COMPLEX SENTENCE *>>

<<** SUMMARY **>>

OVERALL CRITIQUE FOR: c:\wp\nyit\fafp8

READABILITY INDEX: 16.87
Readers need a 17th grade level of education to understand.
The writing is complex and may be difficult to read.

Total Number of Words in Document: 142
Total Number of Words within Sentences: 142
Total Number of Sentences: 4
Total Number of Syllables: 224

STRENGTH INDEX: Ø.30
The writing can be made more direct by using:
- the active voice
- shorter sentences

DESCRIPTIVE INDEX: Ø.44
The use of adjectives and adverbs is in the normal range.

JARGON INDEX: Ø.22

SENTENCE STRUCTURE RECOMMENDATIONS:
1. Most sentences contain multiple clauses. Try to use more simple sentences.
14. Consider using more predicate verbs.

<< WORDS TO REVIEW >>
Review the following list for negative words (N), colloquial words (C), jargon (J), misspellings (?), misused words (?), or words which your reader may not understand (?).

APPENDIX I

Performance Aid Materials

FIRST VERSION

for your eyes only....

CONFIDENTIAL

TOP SECRET!

The contents of this package are restricted. You may use this information only if you hate to complete the Financial Aid Form.

1. If you plan to attend college next year, how much will it cost?

$_____

2. How much money do you already have for college next year?

$_____

3. How much was your tuition last year?

$_____

4. Did you fill out a Financial Aid Form (FAF)?

Circle one

YES NO

5. How much money did you get in grants and loans?

$_____

6. If your answer to item 5 was bigger than 0, please go to the next page.

7. Subtract the answer in item 5 from item 3.

item 3 [ ]

\- item 5 [ ]

[ ] <<=== Answer 7

8. How many hours did it take you to fill out the FAF?

_____

9. Divide the answer in item 8 into the answer in item 7.

item 7 [ ]

/ item 8 [ ]

_____

[ ] <<=== Answer 9

10. Subtract the answer in item 2 from item 1.

item 2 [ ]

\- item 1 [ ]

[ ] <<=== Answer 10

11. Write the answer from item 9 here.

_____
answer 9

This means that you "earned" $_____ per hour.

12. Divide the answer to item 8 into the answer in item 10.

item 10 [ ]

/ item 8 [ ]

[ ] <<=== Answer 12

13. This means that the time you spend filling out the FAF could "earn" you $_____ per hour of work.

CAUTION!!!!!!

You have shown that you can meet the requirements for completing the FAF:

read

subtract

add

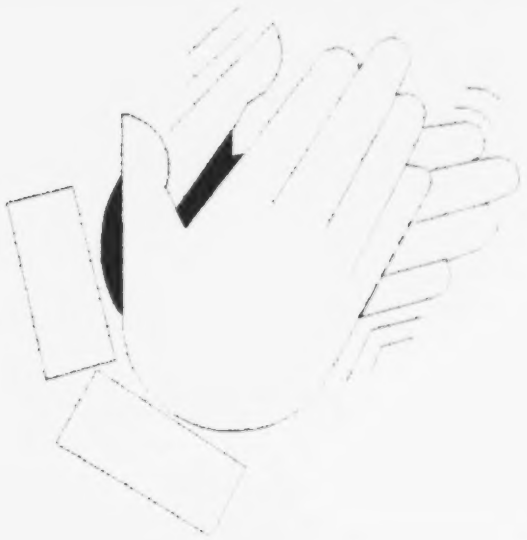
multiply

fill in a form

follow instructions

If you keep up this behavior you will be able to complete the FAF in less time than it took last time.

That means you may "earn" more money per hour of work!



Don't quit now.
I dare you to turn the page.

HELPFUL HINTS

Few things in life are free.

A college education is very expensive. It costs time and money.

You have seized the time. You know how to spend money, wisely.

Answering the questions below may help:

Why do you have to complete the FAF?

What are your other options to get $_____.

If any answer above is less expensive and "pays" more per hour of work, shred these pages.

What positive things do you do when you have to do something you hate?

Start practicing as though you were preparing for the Olympics.

These are suggestions from the experts (students who have actually completed the FAF).

Go on a vacation, but you have to take all the forms and documents with you and fill them out.

Pretend you are on a treasure hunt.

Imagine that all the instructions are in secret code. If you break the code, you will save civilization and yourself.

Pretend it is a board game. One student actually cut up a copy of the form into sections and played a trivia game.

Make a copy of all the documents and records. Code the copies with symbols or colors as you work through the sections.

Get someone else to do it for you, preferable MOM. (Message to all MOMs, I'm only joking.)

Do it one section at a time.

Fill it out with your parent, guardian or significant other.

As you complete the problems keep a list of where and how you got the answer. (Were you the one in third grade who asked, "Why do we have to learn word problems, anyway?")

Convince yourself you are helping someone else. Humans are always smarter when they give advice.

Check and recheck the answers.

Have someone else check your work. Humans tend to have more insight when they can criticize other people's work.

Raise questions with the financial aid reps.

Pray.

Rant.

Rave.

Get the thing filled out. You could "earn" $_____ an hour.

This document was prepared by a NEIT student who recently recovered from "fear of forms" also known as "phorm phobia."

NOTES

APPENDIX J

Performance Aid Materials

SECOND VERSION

for your eyes only....

CONFIDENTIAL

TOP SECRET!

The contents of this package are restricted. You may use this information only if you have to complete the Financial Aid Form.

Dear Student:

By the year 2000 most jobs will require a college education. College is very expensive and most students require financial aid. To receive grants and loans, you have to complete the Financial Aid Form (FAF). Many students and parents find it difficult to complete the FAF.

This handbook was created for college students, like you, who want to complete college. We hope the ideas and examples will make filing out the FAF easier.

The FAF is the official form. The instructions and information in the FAF must be followed exactly. The FAF must be completely accurate. This handbook is designed to help you understand and organize the records and tasks to complete the 1988-89 FAF. The handbook provides examples, ideas, suggestions, and references. The handbook was prepared by a NYIT student who recently recovered from "fear of forms" also known as "phorm phobia."

"Your mission, should you decide to accept it," is to use this handbook to break the code; inform and organize your team; develop a plan of action; and complete the mission. Good luck!

Sincerely,

6/6

Agent 616

SUGGESTION: Answer questions 1 through 11 using the figures below. (The solutions are on page 205.)

AND

Repeat the exercise using your actual numbers.

1. $5,500.00
2. $700.00
3. $5,000.00
4. Circle yes
5. $1,500.00

1. If you plan to attend college next year, how much will it cost?

$_____

2. How much money do you already have for college next year?

$_____

3. How much was your tuition last year?

$_____

4. Did you fill out a Financial Aid Form (FAF)?

Circle one

YES NO

5. How much money did you get in grants and loans?

$_____

6. If your answer to item 5 was bigger than 0, please go to the next page.

7. Subtract the answer in item 5 from item 3.

item 3 [ ]

\- item 5 [ ]

[ ] <<=== Answer 7

8. How many hours did it take you to fill out the FAF?

---

9. Divide the answer in item 8 into the answer in item 7.

item 7 [ ]

/ ---

item 8 [ ]

[ ] <<=== Answer 9

10. Subtract the answer in item 2 from item 1.

item 1 [ ]

\- item 2 [ ]

[ ] <<=== Answer 10

11. Write the answer from item 9 here.

_____ You "earned" per hour.

answer 9

CAUTION!!!!!!

You have shown that you can meet the requirements for completing the FAF:

read

subtract

add

multiply

divide

fill in a form

follow instructions

correctly transfer figures

If you keep up this behavior you will be able to complete the FAF in less time than it took last time.

That means you may "earn" more money per hour of work!

Don't quit now.
I dare you to turn the page.

HELPFUL HINTS

Few things in life are free.

A college education is very expensive. It costs time and money.

You have seized the time. You know how to spend money, wisely.

Answering the questions below may help:

Why do you have to complete the FAF?

What are your other options to get $_____. <<<< answer 9

If any answer above is less expensive and "pays" more per hour of work shred these pages.

What positive things do you do when you have to do something you hate?

Start practicing as though you were preparing for the Olympics.

These are suggestions from the experts (students who have actually completed the FAF).

Go on a vacation, but you have to take all the forms and documents with you and fill them out.

Pretend you are on a treasure hunt.

Imagine that all the instructions are in secret code. If you break the code, you will save civilization and yourself.

Pretend it is a board game. One student actually cut up a copy of the form into sections and played a trivia game.

Make a copy of all the documents and records. Code the copies with symbols or colors as you work through the FAF sections.

Do it one section at a time. Get someone else to do it for you, preferable MOM. (Message to all MOMs, I'm only joking.)

Fill it out with your parent, guardian or significant other.

As you complete the problems keep a list of where and how you got the answer. (Were you the one in third grade who asked, "Why do we have to learn to do word problems, anyway?")

Convince yourself you are helping someone else. Humans are always "smarter" when they give advice.

Check and recheck the answers. Check and recheck that you transferred the correct numbers to the correct line.

Have someone else check your work. Humans tend to have more insight when they can criticize other people's work.

Raise questions with the financial aid reps.

MASTER PLAN TO BREAK FAF CODE

NOTE: 3-D glasses are not required.
There are two major steps to completing the FAF: 1) understanding what is required then organizing to accomplish the task; and 2) compute the numbers and put them on the form. The following is a breakdown of the task and the elements of the task. Use it as a blueprint or a checklist.

1.0 Gather and carefully read all the instructions and information related to complete the FAF.

1.1 Obtain the forms and instructions FAF for the 1988-89 school year

1.2 Thoroughly read forms and instructions and develop a timeline. Suggested format:

TASK	ELEMENTS	DEADLINE
1.0	1.1	
	1.2	
	1.3	
	1.4	
	1.5	
2.0	2.1	
	2.2	
	2.3	
	2.4	
	2.5	
	2.6	**

**(This date must be at least 30 days before college deadline for submission of FAF. See third page of FAF.)

1.3 Talk to your parents/guardians about completing the FAF and your timeline. Inform them of your plan and ideas. Let them know you will share the responsibility for completing the form. (You will find details on the records list.)

1.4 Use the records list to determine which records you need and get them.

1.5 To avoid having to correct mistakes on the FAF or damaging the originals make working documents:
- 1.5.1 Photocopy two duplicate sets of all records and documents
- 1.5.2 Photocopy the FAF form - only the 4 pages with green numbers.

1.5.3 Label (non-permanent) and file originals for safekeeping

1.5.4 Label (temporary) and file one photocopy set of records and documents for use as masters or as attachments

1.5.5 Letter each record in one photocopy set. Use these letters on worksheets to identify the source(s) of your computations.

2.0 Using the divisions below, compute the numbers and supply the information requested and fill in the FAF.

2.1 Compute answers, code worksheets for sources, and write answers on correct worksheet blanks and FAF copy for sections A, B, C, D, E, F, G, N, and O.

2.1.1 Mark all unanswered FAF questions

2.1.2 Ask parents/guardians for answers to "unanswered" questions

2.1.3 Ask Financial Aid Office for assistance not provided by instructions, worksheet, or handbook

2.2 Compute answers, code worksheets for sources, and write answers on correct worksheet blanks and FAF copy for sections H, I, J, K, L, and M.

2.2.1 Mark all unanswered FAF questions

2.2.2 Ask parents/guardians for answers to "unanswered" questions

2.2.3 Ask Financial Aid Office for assistance not provided by instructions, worksheet, or handbook

2.3 Verify computations against source documents, worksheet answers, and FAF copy.

2.4 Transfer all the information from FAF copy to original NYS FAF.

2.5 Compare transfers of all information to NYS FAF with FAF copy.

2.6 Mail completed form:

2.6.1 Photocopy two sets of completed NYS FAF

2.6.2 If item 93a applies, obtain check or money order (see third page of FAF). Attach it to original NYS FAF and place them in CSS provided envelope.

2.6.3 Write correct mailing address from instructions, attach correct postage and mail in official U.S. Post Office box.

2.6.4 If instructed, send a copy of the NYS FAF with a copy of both the student and the parents/guardians' income tax return to the NYIT Financial Aid Office.

RECORDS LIST

This list was assembled from the various references in the FAF. Make a copy. Have your parents cross out the records that do not apply to them. Use the other list to delete the records that do not apply to you.

Most of these records apply to student and parent.

1987 U.S. income tax return (IRS Form 1040, 1040A, or 1040EZ)

1987 New York State and local income tax returns

W-2 forms and other records of money earned in 1988 including alimony received, business and farm income, capital gains, pensions, annuities, rents, unemployment compensation, social security, railroad retirement, and all other taxable income

Records of untaxed income such as welfare (AFDC/ADC, social security, child support); veterans educational benefits for students, noneducational veterans benefits; VEAP; cash support; cash payments and cash value of benefits for housing, food and other living allowances paid to military, clergy, and others; Workers Compensation, and any other noneducational benefits

Current bank statements including cash, savings and checking accounts

Current real estate information including, values, mortgage, debts, and outstanding balances

Records of medical or dental bills and private school tuition paid in 1987

Business and farm tax records

Records of stocks, bonds, securities, installment and land sale contracts, commodities, precious and strategic metals and other investments including trust funds, certificates of deposit, money market funds, mutual funds

Records of your (student's) financial aid experience

Citizenship status

Social Security numbers

Documentation of state residency

Documentation of marriage, divorce, separation, or widow/erhood

Documentation as dislocated worker

Documentation to support displaced homemaker status

Documentation to support alimony paid, interest penalty for early withdrawal of savings, payments to IRA and Keogh plans

Veteran status

Proof of parent(s)' death; proof of your adoption, legal guardianship, court guardianship

Name, age, relationship, and any college information for all family members

NOTES

SOLUTIONS: Answers to questions 7 through 11.

6. Turn the page

7. $3,500.00

8. 13

9. item 7 -- $3,500.00
   item 8 -- 13
   answer -- $269.23

10. item 2 -- $700.00
    item 1 -- $5,500.00
    answer -- $4,800.00

11. $269.23

APPENDIX K

SME Evaluation of PA - Master Plan to Break the FAF Code

EVALUATION OF THE "MASTER PLAN TO BREAK FAF CODE"

The following questions and three SME responses concern the material on pages 199 through 204 of the Performance Aid (Appendix J). Evaluations were submitted to six SMEs 50% responded to the request.

1.a. The elements in question 1.0 are designed to assist the student plan FAF completion. Based on your experience is this a correctly identified element to complete the task?

Circle One YES (3) NO (0)

1.b. Comments (brief explanation)

- replace the word "related" with "required"

2.a. Are the subtasks (1.1 through 1.5.5) appropriate steps to complete task 1.0?

Subtask	YES	NO	COMMENTS
1.1	3	0	redundant to 1.0
1.2	3	0	add word "date" under deadline
1.3	3	0	indicate where to find records list
1.4	3	0	indicate where to find records list
1.5	3	0	reword, acknowledge cost factor
1.5.1	3	0	
1.5.2	3	0	
1.5.3	3	0	
1.5.4	3	0	
1.5.5	3	0	replace "compute" with "calculate"

3. Question 2.0 (subtasks 2.1 through 2.6.4) is designed to facilitate grouping and sequencing of the FAF computations and calculations needed to complete the FAF. In what ways does 2.0 meet or fail to accomplish this objective?

	MEET	FAIL	COMMENT(S)
2.0	3	0	
2.1	3	0	
2.2	3	0	indicate that parents are source of this information
2.3	3	0	
2.4	3	0	
2.5	3	0	awkward wording
2.6	3	0	indicate use of first class mail; substitute 2.6.4 with information and steps to follow after the CSS response is received

4. To what extent does the performance aid provide or represent an analogous completion of the FAF?

- The PA does accomplish exactly what we try to tell students to do. It is set up in a way that accomplishes the preferred method of handling the task. It suggests that the appropriate response is to prepare, organize and read the instructions prior to completing the form. People tend to read the instructions only after they have encountered difficulties that arise from not having read the instructions.
- Good logical pattern to avoid students and parents getting bogged down in the process or having to start and stop because they do not have all the records required.

5.a. If a student follows the "Master Plan," is it reasonable to assume they will complete the FAF with relative ease?

CIRCLE ONE YES (3) NO (0)

5.b. Please explain your answer.

- Easier than if they did not have the PA.
- The FAF is intimidating. Your PA "softens the blows" that occur as people are intimidated by this process. It is more personal in its orientation and examines the process from the perspective of the "real" people who have to complete the form.
- Your PA provides a "user friendly" approach that always seem to elude the providers of the FAF. There must be some balance between what the agencies need or require and what can be expected or normal people. Your Master Plan is an excellent bridge between the two worlds.

6.a. Is there any item in the performance aid that will interfere in the completion of the FAF by persons with a 9th grade reading level?

CIRCLE ONE YES (0) NO (3) UNSURE (0)

6.b. Please explain.

7. Additional comments:

- Only a repeat of what I said earlier, about substituting the information about the CSS process after the FAF is submitted. You have done an excellent job with a difficult subject and population. Congratulations.
- Excellent work. The effort, time at task and energy are obvious. It is a very creative solution to a perplexing problem. I actually enjoyed the Master Plan and found it interesting. I feel it would be a great tool for students still in high school who are enthusiastic about going to college. Most of the students here have become very jaded in their attitude about college and doing what it takes to get what they need.
- You have been able to address the issues that we continue to struggle with. The state and the feds are becoming more precise in their requirements and our ability and flexibility in preparing the FAF from the user's viewpoint will be decreasing even further. Your project and what you have done with it suggests that

there are still some options available to us. I hope you will remain in contact with us and provide a copy and a summary of your thesis and your observations regarding this process.

APPENDIX L

Performance Aid

Third Version

for your eyes only....

CONFIDENTIAL

TOP SECRET!

The contents of this package are restricted. You may use this information only if you have to complete the Financial Aid Form.

Dear Student:

By the year 2000 most jobs will require a college education. College is very expensive and most students require financial aid. To receive grants and loans, you have to complete the Financial Aid Form (FAF). Many students and parents find it difficult to complete the FAF.

This handbook was created for college students, like you, who want to complete college. We hope the ideas and examples will make filing out the FAF easier.

The FAF is the official form. The instructions and information in the FAF must be followed exactly. The FAF must be completely accurate. This handbook is designed to help you understand and organize the records and tasks to complete the 1988-89 FAF. The handbook provides examples, ideas, suggestions, and references. The handbook was prepared by a NYIT student who recently recovered from "fear of forms" also known as "phorm phobia."

"Your mission, should you decide to accept it," is to use this handbook to break the code; inform and organize your team; develop a plan of action; and complete the mission. Good luck!

Sincerely,

Agent 616

SUGGESTION: Answer questions 1 through 11 using the figures below. (The solutions are on page 205.)

AND

Repeat the exercise using your actual numbers.

1. $5,500.00
2. $700.00
3. $5,000.00
4. Circle yes
5. $1,500.00

1. If you plan to attend college next year, how much will it cost?

$_____

2. How much money do you already have for college next year?

$_____

3. How much was your tuition last year?

$_____

4. Did you fill out a Financial Aid Form (FAF)?

Circle one

YES NO

5. How much money did you get in grants and loans?

$_____

6. If your answer to item 5 was bigger than 0, please go to the next page.

7. Subtract the answer in item 5 from item 3.

item 3 [ ]

\- item 5 [ ]

[ ] <<=== Answer 7

8. How many hours did it take you to fill out the FAF?

_____

9. Divide the answer in item 8 into the answer in item 7.

item 7 [ ]

/ _____

item 8 [ ]

[ ] <<=== Answer 9

10. Subtract the answer in item 2 from item 1.

item 1 [ ]

\- item 2 [ ]

[ ] <<=== Answer 10

11. Write the answer from item 9 here.

_____ You "earned" per hour.

answer 9

CAUTION!!!!!!

You have shown that you can meet the requirements for completing the FAF:

read

subtract

add

multiply

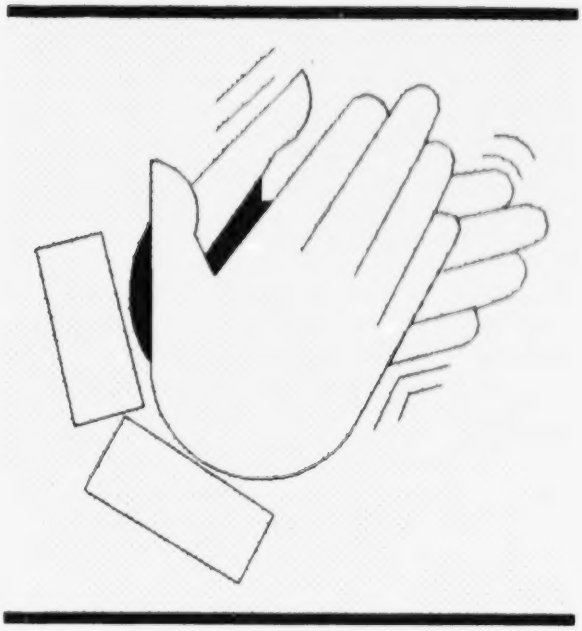
divide

fill in a form

follow instructions

correctly transfer figures

If you keep up this behavior you will be able to complete the FAF in less time than it took last time.



That means you may "earn" more money per hour of work!

Don't quit now.
I dare you to turn the page.

HELPFUL HINTS

Few things in life are free.

A college education is very expensive. It costs time and money.

You have seized the time. You know how to spend money, wisely.

Answering the questions below may help:

Why do you have to complete the FAF?

What are your other options to get $_____. <<<= answer 9

If any answer above is less expensive and "pays" more per hour of work shred these pages.

What positive things do you do when you have to do something you hate?

Start practicing as though you were preparing for the Olympics.

These are suggestions from the experts (students who have actually completed the FAF).

Go on a vacation, but you have to take all the forms and documents with you and fill them out.

Pretend you are on a treasure hunt.

Imagine that all the instructions are in secret code. If you break the code, you will save civilization and yourself.

Pretend it is a board game. One student actually cut up a copy of the form into sections and played a trivia game.

Make a copy of all the documents and records. Code the copies with symbols or colors as you work through the FAF sections.

Do it one section at a time. Get someone else to do it for you, preferable MOM. (Message to all MOMs, I'm only joking.)

Fill it out with your parent, guardian or significant other.

As you complete the problems keep a list of where and how you got the answer. (Were you the one in third grade who asked, "Why do we have to learn to do word problems, anyway?")

Convince yourself you are helping someone else. Humans are always "smarter" when they give advice.

Check and recheck the answers. Check and recheck that you transferred the correct numbers to the correct line.

Have someone else check your work. Humans tend to have more insight when they can criticize other people's work.

Raise questions with the financial aid reps.

MASTER PLAN TO BREAK FAF CODE

NOTE: 3-D glasses are not required.
There are two major steps to completing the FAF: 1) understanding what is required then organizing to accomplish the task; and 2) calculate the answers and place them on the proper line.

The following is a breakdown of the task and the elements of the task. Use it as a blueprint or as a checklist.

1.0 **Gather and carefully read all the instructions and information required to complete the FAF.**

[ ] 1.1 Obtain the FAF and instructions for the 1988-89 school year

[ ] 1.2 Thoroughly read the FAF and instructions and develop a timeline for completing the task. Suggested format:

TASK		ELEMENTS	DEADLINE DATE
1.0	[ ]	1.1	
	[ ]	1.2	
	[ ]	1.3	
	[ ]	1.4	
	[ ]	1.5	
2.0	[ ]	2.1	
	[ ]	2.2	
	[ ]	2.3	
	[ ]	2.4	
	[ ]	2.5	
	[ ]	2.6	**

**(This date must be at least 30 days before the earliest college deadline for submission of FAF.)

[ ] 1.3 Talk to your parents/guardians about completing the FAF and your timeline. Inform them of your plan and ideas. Let them know you will share the responsibility for completing the form. (You will find details on the records list included in this document.)

[ ] 1.4 Use the records list to determine which records you need and get them.

1.5 To avoid having to correct mistakes on the FAF or damaging other originals make working documents:

[] 1.5.1 Photocopy two duplicate sets of all records and documents. One set will help if the cost is prohibitive. The Cost per page at the NYIT library is $.10.

[] 1.5.2 Photocopy the FAF form - only the 4 pages with green numbers.

[] 1.5.3 Label (non-permanent) and file originals for safekeeping

[] 1.5.4 Label (temporary) and file one photocopy set of records and documents for use as masters or as attachments

[] 1.5.5 Assign a letter to each record in one photocopy set. When you use these documents to calculate answers code the worksheet with the letter and line of the document. Identifying the source(s) of your answers makes reviews and answering questions easier.

2.0 **Using the divisions below, compute the numbers and supply the information requested and fill in the FAF.**

[] 2.1 Determine answers, code worksheets for sources, and write answers on correct worksheet blanks and FAF copy for sections A, B, C, D, E, F, G, N, and O.

[] 2.1.1 Mark all unanswered FAF questions

[] 2.1.2 Ask parents/guardians for answers to "unanswered" questions

[] 2.1.3 Ask Financial Aid Office for assistance not provided by instructions, worksheet, or handbook

[] 2.2 Consult with your parent(s), guardians for the information for sections H, I, J, K, L, and M. Remember to code worksheets for sources, and write answers on correct worksheet blanks and FAF.

[] 2.2.1 Mark all unanswered FAF questions

[] 2.2.2 Ask parents/guardians for answers to remaining "unanswered" questions

[] 2.2.3 Ask Financial Aid Office for assistance not provided by instructions, worksheet, or handbook

[] 2.3 Verify all responses against source documents, worksheet answers, and FAF copy.

[] 2.4 Transfer all the information from FAF copy to original NYS FAF.

[ ] 2.5 Compare transfers of all information to NYS FAF with FAF copy.

[ ] 2.6 Mail completed form:

- [ ] 2.6.1 Photocopy two sets of completed NYS FAF
- [ ] 2.6.2 If item 93a applies, obtain check or money order (see third page of FAF). Attach it to original NYS FAF and place them in CSS provided envelope.
- [ ] 2.6.3 Write correct mailing address from instructions, attach first class postage and mail in official U.S. Post Office box.
- [ ] 2.6.4 Remember, after you mail the completed FAF CSS will respond to your filing. You will receive a green and white form. In order to complete this process be sure to read the form: double check all the information including the school codes. If you need to have the information sent to additional schools you must follow the instructions on the green and white response form. Watch for messages that colleges want additional material. Be sure to provide it and do it quickly.

RECORDS LIST

This list was assembled from the various references in the FAF. Make a copy. Have your parents cross out the records that do not apply to them. Use the other list to delete the records that do not apply to you.

Most of these records apply to student and parent.

[ ] 1987 U.S. income tax return (IRS Form 1040, 1040A, or 1040EZ)

[ ] 1987 New York State and local income tax returns

[ ] W-2 forms and other records of money earned in 1988
- [ ] alimony received
- [ ] business and farm income
- [ ] capital gains
- [ ] pensions
- [ ] annuities
- [ ] rents
- [ ] unemployment compensation
- [ ] social security
- [ ] railroad retirement
- [ ] all other taxable income _____

[ ] Records of untaxed income such as welfare (AFDC/ADC, social security, child support)
- [ ] veterans educational benefits for students
- [ ] noneducational veterans benefits
- [ ] VEAP
- [ ] cash support
- [ ] cash payments and cash value of benefits for housing, food and other living allowances paid to military, clergy, and others
- [ ] Workers Compensation, and any other noneducational benefits

[ ] Current bank statements including cash, savings and checking accounts

[ ] Current real estate information including, values, mortgage, debts, and outstanding balances

[ ] Records of medical or dental bills
[ ] Private school tuition paid in 1987

[ ] Business or farm tax records (see attachments to 1987 IRS form 1040)

Records List Page 2

[] Records of all investments:
  [] stocks
  [] bonds
  [] securities
  [] installment and land sale contracts
  [] commodities
  [] precious and strategic metals
  [] trust funds
  [] certificates of deposit
  [] money market funds
  [] mutual funds

[] Records of student's financial aid experience

[] Citizenship status

[] Social Security numbers

[] Documentation of state residency

[] Documentation of marriage, divorce, separation, or widow/erhood

[] Documentation of dislocated worker status

[] Documentation to support displaced homemaker status

[] Documentation of alimony paid
  [] interest penalty for early withdrawal of savings
  [] payments to IRA or Keogh plans

[] Veteran status

[] Proof of parent(s)' death
  [] proof of your adoption, legal guardianship, court guardianship

[] Name, age, relationship, and any college information for all family members

NOTES

SOLUTIONS: Answers to questions 7 through 11.

6. Turn the page

7. $3,500.00

8. 13

9. item 7 -- $3,500.00
   item 8 -- 13
   answer -- $269.23

10. item 2 -- $700.00
    item 1 -- $5,500.00
    answer -- $4,800.00

11. $269.23

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